Staying Connected

Study Results Offer Insight into Alumni Engagement
August means final preparations for welcoming yet another talented and vibrant group of students, including members of the new Class of 2012 and our returning students. The energy of our educational mission on-campus and beyond is invigorating.

In April, I had the honor of attending an address by Pope Benedict XVI during his historic pastoral journey to the United States. The Holy Father spoke to a small group of educators at The Catholic University of America in Washington, D.C., voicing his strong support of Catholic higher education. He noted, “First and foremost, every Catholic educational institution is a place to encounter the living God who in Jesus Christ reveals his transforming love and truth”....which draws people “by the very power of the Gospel to lead a new life characterized by all that is beautiful, good and true.”

Pope Benedict XVI’s visit called college communities to reflect on what it means to be a Catholic college. In our conversations on the Emmanuel campus, we often discuss the role of Catholic higher education in the Church and in society, focusing on the “the dialogue between faith and reason.”

We challenge our students and ourselves to be diligent in searching for the truth through our rigorous academic programs. Intellectual inquiry through research is central to a college’s Catholic identity, and this year our students and faculty were prolific in their research. Faculty made presentations at 35 conferences and professional meetings and 37 students had the opportunity to share their research at these conferences, as well. This research takes place on campus and through partnerships with institutions throughout the city of Boston.

Through our Values-Based Education Program, faculty and students constantly consider ethical issues both in their studies and in the world around them. Seminars, which have included topics such as “The Catholic Intellectual Tradition” and “History and the Liberal Arts,” have given new faculty especially the tools to initiate discussions in the classroom. Innovative team-taught courses like “Current Issues in Biology,” a collaboration of Philosophy and Biology, tackle the moral questions which arise in the course of modern scientific research.

Students find ways to live their values through service programs as they volunteer time to organizations both locally and globally. This spring and summer, students participated in international mission trips to South Africa, Ecuador and Swaziland, and also served here in the United States in Boston, New Orleans and Phoenix. Our students are active in spiritual retreats, Liturgical celebrations and gospel reflection through our Campus Ministry programs, and engage in discussions of contemporary theological and social justice issues with Sisters of Notre Dame from around the world through our Center for Mission and Spirituality.

Our alumni are a testament to this Catholic higher education, and graduates inspire us everyday by how they live their lives. I so appreciate the ways in which our alumni give back to the College and stay connected with us.

As we begin our 90th academic year, we pray that Emmanuel, our God with us, will bless all our endeavors as we engage students in the unwavering search for truth.
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In February of 2008, Emmanuel launched a comprehensive study to learn more about the College’s alumni community and how to better communicate and engage with graduates. In response to information collected through the study, Emmanuel will be launching new initiatives to better serve this alumni audience and more effectively share developments at the College through regular and varied communications.

Emmanuel worked with the higher education marketing firm SimpsonScarborough to design and implement the study, to analyze the results, and to develop recommendations for fostering relationships with alumni from across the decades.

“Our graduates are critically important to the future of Emmanuel, and their thoughts and input are invaluable as we move forward,” said Sister Janet Eisner, SND, President of Emmanuel College. “The results of this research will inform how we will build new connections with and between alumni.”

**Methodology and Results**

Emmanuel and SimpsonScarborough collaborated to develop the guiding questions for focus groups and a survey:

- What is important to alumni about Emmanuel College?
- Which pride points resonate best with our alumni?
- How can alumni become more engaged?
- What methods of communication do alumni prefer?
- What kind of information and events are alumni interested in hearing about?
- What areas are alumni interested in supporting financially?

Prior to sending the survey, two online focus groups were conducted to gather anecdotal data about alumni experiences both as students and as graduates. Participants were able to log on to view a web-based presentation, participate in online polls and also offer feedback via a group conference call.

“Within 12 hours of sending the invitation to participate, both focus groups were filled,” said President of SimpsonScarborough, Elizabeth Scarborough. “The registration rate alone revealed a great deal about the passion and interest of Emmanuel alumni.”

Focus groups were composed of alumni from classes between 1953 and 2005 with graduates from the traditional arts and sciences program and from the graduate and professional programs taking part.

Results of the focus group revealed that the majority of alumni had very positive feelings about the College, but also showed that there was a desire to feel more connected through local alumni chapters, event invitations and more electronic communications.

“…..some of the moves Emmanuel has made are brilliant.”

–Focus group comment

The partnership with Merck Research Laboratories-Boston, increases in enrollment, retention of institutional values and re-acquiring Julie Hall were all shared as recent points of pride for focus group participants.

The participants also offered suggestions on what the College should be known for, which included its Catholic liberal arts and sciences identity, cutting-edge research and the Colleges of the Fenway.

Nearly 1,300 alumni between the classes of 1935 and 2007 responded to the 25-question survey, either online or on paper. This represents a 21% response rate of those randomly selected to participate. Of this total:

- 67% were traditional students (undergraduates in liberal arts and sciences)
- 26% were adult learners (undergraduate degrees or certificates)
- 7% were graduate students (graduate degrees or certificates)

Results revealed that 98% of respondents
had either a very positive (56%) or positive (42%) experience as an Emmanuel College student, and this was consistent across decades and student type. While the experience as alumni still swung overwhelmingly to the positive side, very positive dropped to 14% and positive rose to 77%.

98% of respondents reported a positive student experience

When asked about the lasting impact of the Emmanuel experience, the appreciation of a liberal arts and sciences education, an interest in lifelong learning and the development of career opportunities scored very highly.

Across all demographics in the survey, the growth in enrollment for traditional undergraduates, Emmanuel’s strong Catholic liberal arts and sciences education and the lease agreement with Merck were key drivers of pride in the College.

Alumni identified the growth in enrollment, Emmanuel’s strong liberal arts and sciences education and the Merck partnership as top points of pride.

Communications and Staying Connected

A key overall finding of the alumni survey is that there is a very strong desire for the College’s alumni base to stay connected and receive more communications from Emmanuel, both print and electronic. The majority of respondents (70%) cited that they are only somewhat familiar with Emmanuel today, with traditional liberal arts and sciences and older alumni more likely to be very familiar.

*Emmanuel Magazine* was the communication most regularly indicated as enabling alumni to stay connected with the College. While *Emmanuel Magazine* rated very highly with all alumni in terms of its content, survey participants would like to see more information on noteworthy alumni, Emmanuel in the news media and scientific research at the College. Faculty profiles and student outcomes were in the next tier of interest level.

The Emmanuel College web site (www.emmanuel.edu) rated as the second most important communication tool for alumni, but only one-fourth of respondents had visited the site in the previous month, and less than half in the prior six months. The most popular suggested features for the web site were the introduction of an online alumni directory, more alumni news and an events calendar.

Only 1/4 of alumni surveyed have visited the Emmanuel web site in the past month; less than half have visited in the past six months.

When asked what communications they would like to receive from the College which are either currently available or may be available in the future, alumni rated *Emmanuel Magazine*, reunion news, event invitations and calendars, an alumni e-newsletter and an online alumni community.

Outcomes

Although the results of the study were only recently compiled and analyzed, the College has already used the information to enhance current communications, to explore new technologies and to plan for more changes in the future.

This current issue of *Emmanuel Magazine* features more profiles of alumni and an expanded Alumni News section. Also included in this edition is a copy of the College’s *Newsletter from the Values-Based Education Program* which highlights Emmanuel’s focus on the liberal arts and sciences and its mission of promoting ethical decision making. The editorial staff of *Emmanuel Magazine* will continuously consider the feedback gathered from this study as it develops content for future issues. *Emmanuel Magazine* is now distributed three times a year to a circulation of approximately 19,000.

The College is in the first phase of implementing a more consistent and robust electronic communications program which will include the re-launch of Emmanuel E-News in the short-term and the development of an online community in the long-term. The web site is also expanding daily, with regular updates to the news and events sections of the homepage and profiles of students, alumni and faculty rotating throughout. Alumni are encouraged to visit www.emmanuel.edu often for up-to-date news.

The data gathered through this study has had immediate impact, particularly in the area of communications. Moving forward, the information will also be used in planning and promoting events, providing networking opportunities and initiating mentoring relationships between alumni and students.

—MOLLY HONAN

Notable Data

- Older alumni want to give to the alumni community and hear how their peers are doing.
- Younger alumni want to tap into alumni networks, expertise and connections.
- Alumni are most interested in supporting need and merit-based scholarships.
- Adult learners (33%), graduate students (20%), and young alumni (24%) would like to attend graduate information sessions.
- Adult learners (23%) and young alumni (20%) are interested in receiving another degree from Emmanuel.

For the purposes of reporting, young alumni are those who have graduated since 1990.
Challenging, Supporting and Guiding: Academic Advising Offers Tailored, Comprehensive Programs

A rigorous liberal arts and sciences curriculum supported by an individualized approach is a distinctive element of an Emmanuel College education. The Office of Academic Advising, providing students with the critical support needed to attain their academic goals, serves as a model of the Emmanuel experience.

A recent survey of members of the Class of 2011 revealed exceptionally high ratings (see chart on page 5) of the value of the College’s academic advising program, particularly given the growth in the student body that the College has experienced over the last several years. In fact, satisfaction has increased since the previous internal survey of first-year students was conducted in 2005; since that time, the freshman class has grown by 28%.

The Office of Academic Advising has received accolades outside of the College as well, honored as one of only four “Outstanding Institutional Advising Programs” at the 2006 National Academic Advising Association (NACADA) conference. This case study, “Confronting the Complexities and Challenges of Change” will be included in Academic Advising: A Comprehensive Handbook, to be published by Jossey-Bass and available in the fall of 2008.

Emmanuel Magazine spent some time with Director of Academic Advising Sr. Susan Thornell, SND and Senior Associate Dean of Academic Advising Carolyn Caveny to discuss their roles as not just advisors, but teachers, coaches and mentors.

Emmanuel Magazine: Tell us a little about your backgrounds and what brought you to Academic Advising at Emmanuel?

Sr. Susan Thornell, SND: I am a proud Emmanuel College graduate and also worked in the Admissions Office in the 1980s. Following my initial time at the College, I served as the academic dean at Marian Court College and then worked at Mother Caroline Academy. I was also a trustee of Emmanuel for several years. Coming back to Emmanuel was an easy choice because I feel so strongly about the College’s mission and I truly enjoy working with students.

Carolyn Caveny: I have worked in education for my entire professional life as a teacher and administrator, beginning my career in middle school teaching. I have served Emmanuel for 20 years, first as the director of the TRIO program, a federally funded program which supports first-generation students. Then in 1992, I moved over to Academic Advising.

EM: What is the role of Academic Advising at Emmanuel?

CC: Our mission is to challenge, support and guide. This translates into giving students the tools to become active participants in their own learning, helping them to understand the liberal arts and sciences curriculum and its value, and developing a unique academic plan. In the first year, we work very hard to establish an effective working relationship by outlining both our responsibilities as academic advisors and their responsibilities as active learners. This serves as the foundation of a partnership which lasts throughout their time at Emmanuel.

SS: Becoming a college student is a very important step in a young person’s life. A critical role we fulfill in the Office of Academic Advising is to aid students in transitioning from high school to college life and helping them to discover that their choices can have significant impact. During the first semester especially, everything is new. Even just being available to walk them around to other offices makes a big difference. This is the extra support students get here versus other larger schools.

EM: What specific programs are offered through Academic Advising?

CC: AA0101 is a full-year, non-credit course program for first-year students that combines both individual and group meetings during which we address academic expectations, policies and procedures, learning goals and course selection. During the second semester, students begin to develop their individualized four-year academic plan. In addition, we refer students to other administrators and faculty at the College, including the Study Abroad Program, the Health Professions Advisory Committee, the Office of Internships and Career Development, the Academic Resource Center and academic department chairpersons and faculty, who will be able to guide them in terms of other long-term goals. We also have very strong working relationships with other units on campus, such as Student Financial Services and Counseling Services, if the student is struggling in non-academic areas.

SS: The four-year plan is one of the best tools we have for retention and academic success. During the first year, it shows students where they will be after they have accomplished the goals they have set and it really gets them excited for the future and motivated to achieve those goals. We can advise on how to fit studying abroad, internships and other opportunities outside of Emmanuel into their schedules, which will enrich their academic experience.

CC: During a student’s sophomore year, a major must be declared by March 1st. We coordinate with the Dean of Arts and Sciences
and department chairpersons to introduce students to their respective academic department’s learning community. We encourage them to develop strong relationships with at least three-to-four faculty members who can assist them with upper-level electives, summer studies, graduate school preparations, research and more. 

SS: After the sophomore year, we continue relationships with many students, especially those who decide to change their major. We have worked with students who have changed their course of study several times during their time at the College. The value of a liberal arts and sciences education is that you can explore so many areas of study, and with the right planning and persistence, it is possible to shift focus.

What makes the Academic Advising Program at Emmanuel successful and unique?

CC: To have a successful academic advising program, advisors need to be accessible, knowledgeable and approachable. At Emmanuel, we have high expectations of our students and, I believe, we successfully balance challenging and supporting them. The program has been designed to reflect the NACADA core values. The academic advising program’s effectiveness results from the confluence of five factors: strong leadership; a sound organizational structure with theoretical underpinnings; clear goals and objectives; consistent professional development; and ongoing evaluation.

SS: Face-to-face interaction is so important, and we are able to offer our students a very personalized experience. On average, according to NACADA, there are 315 students assigned to one advisor at colleges and universities nationally. At Emmanuel, we each serve 220 students. We also encourage interaction among the staff by meeting frequently to discuss issues and to take the time to read and share relevant journal articles as part of our own professional development.

CC: Last year we initiated the Student Assistants in Academic Advising Program which allows students to meet with their peers to talk about their academic plans. We have several excellent upper-class students who are serving in this capacity.

SS: This program has been very successful because it allows first-year students to get a variety of perspectives on goal setting and the four-year plan. Talking to someone who has already gone through the process is extremely beneficial and further promotes that community spirit which is such an integral part of the Emmanuel experience.

—MOLLY HONAN

| My Academic Advisor is available for consultation/conversation. | 96.8% |
| My Academic Advisor is concerned with my academic success. | 95.0% |
| My Academic Advisor helped me select courses that matched my skills and interests. | 92.7% |
| I am comfortable approaching my Academic Advisor for assistance. | 94.1% |
| My Academic Advisor is knowledgeable about degree requirements. | 97.2% |
| My Academic Advisor is understanding of my academic concerns. | 94.1% |
| My Academic Advisor has been helpful in connecting me to campus resources. | 86.7% |

Student Assistant Spotlight

Elizabeth Ann Donovan ’09, political science/global studies major and Spanish minor

“Working with Academic Advisors has been a great experience, and I’ve learned so much from them. As a Student Assistant, I have hours every week when I make myself available to other students, after the academic advisors have left for the day. I’ve been trained to help students with many tasks that their advisors help them with, such as choosing classes for the next semester and working on a four-year plan. Both of these tasks can be a bit daunting for first-year students, so I’m glad that I can help.

Emmanuel’s academic advising department is top-notch, as I’ve learned both as a student and through working there myself. The advisors are all so dedicated to making sure that the students are happy and comfortable with their majors. They make sure that they get to know their students personally, even with the increasing size of each incoming class, and strongly urge students to reach their full potential. Before I worked in the department, my advisor encouraged me to pursue a double major, and I know that I would not have done so had she not taken that extra step. Once I started working there, I saw that I was not the only one with a story like this!”

Maria Grieci ’09, graphic design major

“I have had an excellent experience with the Office of Academic Advising as an advisee and then as a Student Assistant. I came to Emmanuel College intending to major in art therapy. When it came time to begin the declaration process, I wanted to be sure that art therapy was for me. My advisor, Carolyn Caveny, encouraged me to visit an art therapy class. Visiting that class really helped me to understand what practicing art therapy might be like. Still exploring all possibilities, I was encouraged to visit the Office of Internships and Career Development to ask about careers in different art-related fields after graduation, and also graduate school information.

I visited with my art professors and my psychology professor, and through this process of exploration, I discovered that graphic design was the best fit for me. It is a major that I truly love and enjoy. I feel more than prepared for life after college, and look forward to my senior year! Without Carolyn Caveny’s guidance and support to explore all areas of the art majors, I wouldn’t be in graphic design.”
As a college historically dedicated to cultivating first generation students, Emmanuel has long recognized its responsibility to provide educational opportunities to the local community. Numerous and varied programs developed by the College over the last several years to enhance the learning experience of students in urban public and Catholic schools, particularly in the city of Boston, have extended this mission.

Through the Carolyn A. Lynch Institute, established in 2002 by a generous founding grant from the Lynch Foundation, the College has provided a range of collaborative programs and services to enrich the education of PK-12 students and to enhance teaching and school leadership.

The following programs highlight the support Emmanuel College has extended to its urban partner schools. Through these relationships, Emmanuel continues to invest in the future of the students of the city of Boston.

**Dual Enrollment Program with Fenway High School**

Since spring 2005, Emmanuel College and Fenway High School, one of Boston’s small pilot schools, have collaborated to create a Dual Enrollment Program. The program provides students the opportunity to enroll in undergraduate courses at the College for high school and college credit at no cost. The partnership was originally made possible through a three-year Vision Grant awarded by the 3M Foundation in 2004. The grants are designed “to foster innovation in private colleges by supporting new, academically-based initiatives that connect students with their communities to solve problems.”

Sally Dias, Vice President of Programs and Partnerships in Education and Director of the Carolyn A. Lynch Institute and Annette Stavros, Director of Grants in Education and Undergraduate Education Program Coordinator, pioneered the program along with Emmanuel College Partnership Liaison Carol Lazarus of Fenway High School. The concept was to establish a mutually beneficial partnership for both institutions that would contribute to the academic success of urban high school students and provide field experiences and opportunities for service for college students.

“The idea was to not only allow high school students to attend college classes for free and get dual enrollment credit, but to also place Emmanuel education majors and graduate students at the high school as interns and tutors as well,” said Lazarus.

“I think it is a remarkably wonderful opportunity for [Fenway] students. It instills such confidence in their ability to navigate, what is quite often for many, the foreign world of college.”

Open to Fenway seniors and to juniors during their spring semester, students are recommended for the program by teachers and receive approval to participate in dual enrollment courses through their respective house coordinators. Supervision
is provided throughout the course, with students required to meet once a week with Fenway teachers to review work and discuss any challenges they may be facing. Courses that students have participated in since the program’s inception have varied significantly, with students taking part in classes such as “College Algebra”, “Pre-Calculus”, “Forensic Chemistry”, “Modern World History”, “Politics and Religion” and “Social Psychology.”

And interest in the program continues to grow.

Last spring, Fenway enrolled its largest cohort of students to date, with nearly 30 students registering for courses each semester. Additionally, students from West Roxbury Education Complex and North Cambridge Catholic High School were invited to join the program, bringing overall registration to 113 courses—a contribution of more than $600,000 in waived tuition by Emmanuel.

“The program allows students to gain confidence in their ability to do college work—students that may not have seen themselves as college bound,” said Lazarus. “Because we are such a small school, we don’t have the resources to provide a wide range of courses. We don’t have Advanced Placement or an honors program. The philosophy has always been to have heterogeneous classes, yet at the same time, we want our students to get into as competitive a college as they can.”

She continued, “Students who demonstrate they can do well at Emmanuel gain one more piece of their high school transcript that is critically important to them. And from our standpoint, that is the single most important aspect.”

The chance to widen their world and feel a part of a college campus is a plus for many Fenway students. Juan Mejia and Bang Pham, for instance, felt welcomed as part of the Emmanuel community while completing the “Introduction to Literature” course together during the spring. The Fenway juniors found that once they overcame their initial apprehensions they were able to immerse themselves in the challenge.

“At first it was all very new to us, we didn’t know what to expect,” said Pham.

“But as the course went on, we felt more comfortable and I think we contributed a lot,” said Mejia. “It showed us how college classes work.”

Classmate Jasmine Taylor, who completed the “Critical Inquiry” course in the spring, felt that her experience with the Dual Enrollment Program provided invaluable insight into the importance of earning a college education one day.

“It proved to me that I need to stay on track,” she said.

Fenway graduate Denise Wilkins, now a student at Smith College, credits her participation in the program for her current academic accomplishments.

“Emmanuel College was the start to my pursuit in furthering my education…I thank Fenway for collaborating with Emmanuel and allowing me to be a subject in this [program] because it changed my life for the better,” she said. “Attending Emmanuel brought light to my future goals, aspirations and achievements.”

The Catholic School Leadership Institute at Emmanuel College

Over the past two years, the Carolyn A. Lynch Institute and the Catholic Schools Office of the Archdiocese of Boston have worked closely together to plan and provide professional development opportunities for teachers and administrators serving students in inner-city Catholic schools.

To date, more than 640 Catholic school teachers have participated in courses emphasizing content and instructional techniques in writing and mathematics as well as techniques of standards-based instruction and behavior management. A major initiative in the principles and techniques of standards-based teaching and learning involved 280 teachers and principals. These workshops focused on the design and delivery of instruction to achieve high standards of performance among all students. The Catholic School Leadership Institute at Emmanuel College was designed to build standards-based expertise and leadership among principals, especially in their roles as supervisors of instruction.

“The program helps teachers identify the most essential learning outcomes for their students and provides instructional techniques and assessment tools that will help children achieve at high levels,” said Sally Dias, Vice President of Programs and

continued on page 8
Partnerships in Education and Director of the Carolyn A. Lynch Institute. “The teachers and the principals have been very interested and enthusiastic about the recommended strategies and their applications to the classroom.”

Kathleen Caulfield, Assistant Principal of Holy Name Parish School in West Roxbury, is representative of the Catholic school administrators who have taken part in Emmanuel’s leadership programs and has encouraged her faculty to participate in training activities.

“Emmanuel has filled a true need in the Catholic schools with its generous support of professional development for teachers and administrators,” she said. “The Principal Leadership Institute has not only provided the opportunity for administrators, as the instructional leaders of their schools, to expand their horizons in terms of curriculum development, but has also provided the opportunity to dialog with each other — allowing for the enthusiasm generated in the meetings to be extended to each individual school.”

“Personally, I have enjoyed every meeting,” she added. “Education continues to excite me and these workshops were definitely not short on excitement. It has been so rewarding to return to school with concrete ideas and opportunities for the classroom teachers. The teachers are not only receptive to the ideas, but also anxious to implement them. Clearly, the students are the ultimate beneficiaries of the teachers’ enthusiasm. Providing them with the tools to own their learning is the ultimate goal. The program successfully encourages already successful schools to grow and excel.”

**The Mentor Program** Additional support for Boston Catholic School principals has been provided through the recently established Mentor Program, which pairs new principals with veteran principals who help the newcomers transition from the role of teacher to the role of leader. Established last fall, the program currently includes five novice principals and their mentors. The pairs meet regularly at the schools and bi-monthly on Emmanuel’s campus for training and the opportunity to share experiences.

This past year, Dr. Kathleen Dykstra, a 1962 graduate of Emmanuel College, served as a mentor for first-year principal Nancy Carr of St. Brigid School in South Boston. During the course of the academic year, the two met regularly at St. Brigid, discussing any challenges Carr was experiencing in her new role, with a special focus on the principal’s role as the supervisor and evaluator of teachers.

“I look at my task as responding to needs Nancy has articulated in academic and administrative areas,” said Dykstra. “We have focused on one task each time I have visited her, such as looking at test scores or walking the building to assess delivery of instruction or evidence of student work exhibited in the classroom. In future meetings we will look at planning for next year to assess professional development needs.”

“There are many tasks and pressures brought to bear on first-year principals,” she added. “They need someone to go to for advice, affirmation of what they are doing, or suggestions for improving programs, morale, etc. It is very often the things one does not expect that cause problems for first-year principals…successful retired principals can give the benefit of their experience to the new principals and can encourage them in their work.”

Carr expressed appreciation for the professional relationship the pair formed and the opportunity to collaborate and reflect with other novice principals.

“To have the opportunity to meet not just with our mentors, but with first-year principals in the Archdiocese has been an extremely beneficial experience,” she said. “We have come together to share successes and failures. Being a first-year principal, I am interested in being part of any group that can help me be the best principal I can be. This program has been the only forum that we have had to be able to sit and reflect on what each of us is going through for the first time on a daily basis.”

This summer, Emmanuel’s Lynch Institute and the Catholic Schools Office continued their collaborative mission by sponsoring a series of professional development institutes for Catholic School teachers. The program, offered the week of June 23rd, provided seven courses for primary, elementary and middle school teachers in the content and pedagogy of science, mathematics and social studies. It also focused on instructional techniques of writing workshop, differentiated instruction and technology integration. The summer program served approximately 200 teachers.

“We are excited about the partnership of Emmanuel with the Catholic Schools Office and the opportunity to work with such an enthusiastic and capable group of Catholic school teachers and principals,” said Dias. “We look forward to our continued collaboration on professional development activities.”

**The Center for Early Mathematics Learning**

Through the Lynch Institute, which strives to increase and improve mathematics literacy in elementary and secondary students through innovative training programs for teachers, Emmanuel has been able to positively impact the quality of education in urban schools. Programming within the Lynch Institute’s Center for Early Mathematics Learning has specifically addressed the need for training of primary-level teachers, who are responsible for educating students during a time of
significant development in mathematical understanding and knowledge.

Two years ago, the Center for Early Mathematics Learning piloted a course entitled “Early Assessment and Intervention in Mathematics” for teachers working in the College’s partner schools. The two-part course was designed to train teachers in early diagnosis of mathematical difficulties and instructional intervention for children in grades PK-2. Participating teachers identified two students in their classrooms who were considered to be at risk in mathematical development, and were asked to apply the instructional strategies from the course to the students.

Results from the course revealed significant improvements. Students on average made more than eight months progress in less than four months time, with about 25% of the students making a year or more progress.

Since the pilot program, the Center for Early Mathematics Learning has continued to offer innovative training opportunities for teachers. During the fall 2007, interest in “Early Assessment and Intervention in Mathematics Part I” was so strong that two sessions were offered. Overall, the participation of approximately 150 teachers in the program has impacted more than 3,000 students.

The O’Bryant Gateway to the LMA Program
As a member of the Medical Academic and Science Community Organization (MASCO) within the Longwood Medical and Academic Area (LMA), Emmanuel College is part of the supportive community that provides students from The John D. O’Bryant School of Mathematics and Science in Roxbury the opportunity to gain unique access to one of the most prestigious medical, academic and research areas in the world.

Launched last year, the Gateway to the LMA Program offers students interested in health care, science and technology a head start in developing knowledge and skills for future careers. The program is a four-year commitment for participants. Students begin as high school freshmen, investing in a rigorous college preparatory curriculum while benefiting from the mentorship of the LMA’s nearly 20 institutions. Through extra instructional periods, after-school tutorials, internships and enrichment programs, Gateway to the LMA seeks to prepare students “to enter and succeed in the most competitive colleges and careers, with a particular focus on medicine, science and the health professions.”

Funded with resources from Massachusetts’ Economic Stimulus Package, the Gateway to the LMA Program has joined a network of New York City-based programs, which since 1986 have resulted in more than 3,000 students enrolling in four-year colleges and gaining access to careers in the fields of medicine and science.

Since the Boston program’s inception, Emmanuel has placed itself at the forefront of the initiative, with Sally Dias serving as a member of the MASCO Gateway Advisory Committee and assisting in the establishment of relationships between the colleges and O’Bryant students. In addition, Dias and Emmanuel students Samantha Scola ’08 and Greg Matthews ’09 have also served as tutors for the program.

Emmanuel’s Assistant Director of Admissions Audra Richardson recently co-led Gateway students through the preparation for their summer college research assignments, while the College hosted nearly 20 of the program’s students on campus on June 19th, providing them with an introduction to the college application’s process and the college student experience. From July 7th-14th, Emmanuel also served as the host site for the Gateway Summer Institute, attended by O’Bryant students, teachers and staff members.

“Every time the program has needed some support, Emmanuel has been there for these students and for the Gateway Director, Jennifer Wu,” said MASCO Gateway Coordinator Susan Hancox.

“It is very significant for students to have access to Emmanuel and the other Colleges of the Fenway. Many of these students will be the first in their families to pursue higher education. Emmanuel provides them with many opportunities for interaction and learning that will make the potential for going to a great school feel truly reachable while improving the likelihood of success once in college.” —BRYAN MAHONEY

Jean Yawkey Center Programs Support Urban Youth
The Jean Yawkey Center for Community Leadership, established in 2004 and supported by a generous grant from the Yawkey Foundation, sponsors a number of initiatives which support students in Boston Schools:

- Through Kids to College, students from the community come to Emmanuel to participate in programs designed to help prepare them to pursue higher education.
- Several schools are able to use the Jean Yawkey Center facility for recreational and academic programs, including Fenway High School, Mission Grammar School, McKinley School and Beacon Academy.
- Emmanuel students volunteer in schools throughout the city as mentors and tutors.
- Through leadership programs, such as the Cultural Competency Initiative, and service-learning courses, Emmanuel College students are trained to work more effectively with elementary, middle and high school students.
- Students from Boston schools are invited to Emmanuel’s campus for athletic events, lectures and cultural programs.
In her Commencement Address, Patterson applauded members of the Class of 2008 for making service an integral part of their identity as Emmanuel students, referring to the mission of the Sisters of Notre Dame and noting how members of the class have made it a part of their “spiritual and intellectual DNA.” Citing the welcoming words of Emmanuel College President Sister Janet Eisner, SND from the College’s web site, in which she describes Emmanuel as a “community that strongly believes education will help create a just and better world,” Patterson recognized the fulfillment of the words through the efforts of the graduates.

“It doesn’t take a lawyer’s analysis to recognize that the Emmanuel College belief in what education can help accomplish carries with it the goal of creating that just and better world,” she said. “Emmanuel is better for you having been here. The city of Boston is better for you having been here...You, I and the entire community of Emmanuel graduates are the beneficiaries of the strength and vision of the founder of the Sisters of Notre Dame and her followers.”

Nearly 600 degrees were conferred during the ceremony, with graduates receiving the following degrees: Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts in the traditional Arts and Sciences; and Bachelor of Science in Business Administration (BSBA), Master of Art in Teaching, Master of Education in School Administration, Master of Science in Human Resource Management and Master of Science in Management through the Graduate and Professional Programs.

An Honorary Doctor of Laws was bestowed upon Patterson as well as past Chair of Emmanuel’s Board of Trustees C. Michael Daley. Rev. David Gill, S.J., a scholar, teacher and committed advocate for social justice in the city of Boston, received an Honorary Doctor of Humane Letters.

Patterson has been a faculty member at the Georgetown University Law Center in Washington, D.C. since 1980 and has held the role of Associate Dean for the J.D. and Graduate Programs there. From 2005-2007 she served as the Deputy Director of the Association of American Law Schools. Her early career included private practice as well as public service as Commissioner and then Chair of the District of Columbia Public Service (Utilities) Commission. As an Emmanuel student, she was honored with a Woodrow Wilson Fellowship and studied at the Sorbonne in Paris. Following graduation, she pursued doctoral studies in French at Stanford University and later earned her J.D. at the Columbus School of Law at Catholic University in Washington, D.C.

Daley served as Chair of the Emmanuel College Board of Trustees during a time of transformative growth in the College’s history. He has extensive experience in business having spent more than two decades as the Chief Executive Officer and President of Daley Care Management, which operated long-term care facilities throughout Massachusetts. He then devoted more than 20 years to LoJack Corporation, retiring in 2001 from his role as Chairman, Chief Executive Officer and Treasurer. Daley gave 16 years of outstanding service to Emmanuel’s Board of Trustees, concluding in June of 2007. He remains a steadfast supporter of the College and its mission, and is the proud parent of alumna Mary.
Beth Grey ’90. Daley is a graduate of Boston College.

Fr. Gill is a Jesuit priest and Classics scholar at Boston College. He has been a respected and familiar face at BC since 1969, both in the classroom and through the various retreats, study trips, and external ministry opportunities he has led there. Since August of 2003 he has also been pastor at St. Mary of the Angels, a multicultural inner-city parish in Roxbury. He has engaged its dynamic and diverse community to ensure its continued vitality, even in the face of possible closure by the Archdiocese in 2004. Fr. Gill received his bachelor’s and master’s degrees from Boston College, his Ph.D. in classical philology from Harvard University, and his Licenciate in Theology from Sankt Georgen Graduate School of Philosophy and Theology in Germany.

During her welcome remarks, Sister Janet congratulated the graduates from the Graduate and Professional Programs and the liberal arts and science programs on their many accomplishments, reminding them of the significant milestones that took place during their time as students.

“Class of 2008, you have made this a vibrant campus with your initiatives and supporting a green environment, making the Jean Yawkey Center pulsate with student activities, including athletic events, 20 hours a day,” she said. “You are the only class in our history to feel the collective cheer when the Red Sox won the World Series during your freshman and senior year. You helped us celebrate the topping off of our new Academic Science Center and you will have the first invitations to return for the dedication of that building next year.”

“You have given generously of yourselves to others through your service to the local and global community,” she added. “I want to thank you for contributing your talent, your energy and your amazing commitment to Emmanuel. We continue to learn so much from all of our students, and I thank you each for the legacy you have given Emmanuel.”

Graduate and Professional Programs student Clara Musto ’81, HRM ’08 and undergraduate student Anna Karoleen Lam ’08 were selected to speak on behalf of the graduating class. Musto described how, in preparation for her address, she had rummaged through old files and discovered the Commencement program for her undergraduate exercises 27 years ago. Folded inside of it was a tattered piece of paper with a quote by the Roman philosopher Cicero, which she said had resonated with her at the time. Sharing the quote with the audience, she offered some sage advice to the graduates and described how returning to her alma mater for an advanced degree has opened new doors.

“Life is about continuous improvement,” she said. “We strive to get an education, get a job, make a living for ourselves, and for many, to make a difference in what we do... If you believe in yourself, in your abilities, and if you make the most of every opportunity that comes your way, you will succeed at all you set out to do in life.

“Obtaining my master’s degree was a personal goal that was out of reach for many years due to my hectic travel and work schedule, as well as raising my two sons. Emmanuel made it possible with its Graduate and Professional Programs.”

During her address, Lam reminisced upon the course of discovery she and her classmates had ventured upon over the years together, expressing her optimism for the future trails each would soon blaze separately as graduates.

“We all patiently navigated this path together and here we are now, standing at the end of our tallest journey,” she said. “After today, new expectations set in, and the bar is automatically set higher now that we have graduated...we do not have the option of picking from a college handbook anymore, no study guides to assist us. Yet what we have is enough to guide us forward. Our experiences here at Emmanuel College, and our education, are our tools that will allow us to create the masterpiece of our lives.”

—BRYAN MAHONEY
Senior Distinction Presentations

**Laura Kazanjian**  
Mathematics  
“Did A-Rod Deserve the 2007 MVP?”

**Laura Esau**  
Psychology  
“The Development of Spatial Abilities in Young Children”

**Ryan Hunt**  
Sociology  
“Speaking to Those Who Have No Voice: Sexual Violence, Human Trafficking and Their Evolution in Society”

**Michael O’Brien**  
Political Science  
“It’s Not Always the Economy Stupid: Presidential Elections Since 1960”

**Izabela Chmielewski**  
Political Science  
“The Populist Challenge in the Consolidation of New Democracies: Brazil and Poland”

**Jared Kaner**  
History  
“Jewish Success in America”

**Laura Marks**  
Education  
“Benefits and Disadvantages of the Inclusive Classroom”

**Christine Armour**  
Psychology  
“Life Event Stress and Its Relation to Depression, Stress Symptoms and Negative Affect in Dental and Medical Students”

**Christopher Sweeney**  
Global Studies  
“State Forfeiture of Sovereignty: A Study of NATO, the World Trade Organization and the International Criminal Court”

**Kari Davison**  
Biology  
“Fate of Diabetogenic T Cells in the Reversal of Autoimmunity by Mixed Hematopoietic Chimerism”

**Kristen Rogato**  
Education  
“Food for Thought: An Examination of the Role of Nutrition in Students’ Academic Lives at the K-12 Level”

**Cecelia Auditore**  
History  
“Napoleon: The Man, the Emperor and the Legend”

**Thu-Thao Tran**  
Biology  
“Genetic & Chemical Dissection of VEGF Signaling Pathway in the Zebrafish Model System”

**Alexandra Bravoco**  
Biology  
“Streptococcus Mutans in Severe-Early Childhood Caries”

**Andrew Marrone**  
History  
“William Lloyd Garrison: Liberator of Women?”

**Ian Pike**  
English  
“Comics, Hackers, and the Rat Thing: Violence, Simulation and the Remainder of Authorship”

**Stephen Murphy**  
Economics  
“The Environmental Costs of the Expansion of London’s Heathrow Airport”

**Jessica Nieuwenhuizen**  
Psychology  
“Inducing Empathy to Improve the Attitudes towards the Homeless”

**Mark Logan**  
Biology  
“Developing a Targeted Nanoparticle-Based Vaccine Delivery System”

**Patrick Welch**  
Psychology  
“Effect of Violent Multimedia on Aggressive Cognition, Aggressive Behavior and Desensitization”
Members of the Class of 2008 process in front of the Administration Building.
On April 17th, Pope Benedict XVI addressed the presidents of Catholic colleges and universities and superintendents from dioceses across the nation on the Catholic University of America campus. Emmanuel College President Sister Janet Eisner, SND was one of approximately 350 presidents and superintendents who experienced firsthand the enthusiasm and joy generated by the Pope’s visit to the United States.

“The Holy Father was most affirming of Catholic education in the U.S., noting that education is integral to the Church’s mission,” said Sr. Janet.

In his speech, Pope Benedict discussed the identity of Catholic colleges and universities, stating:

“Clearly, then, Catholic identity is not dependent upon statistics. Neither can it be equated simply with orthodoxy of course content. It demands and inspires much more: namely that each and every aspect of your learning communities reverberates within the ecclesial life of faith.

The audience broke into applause when the Holy Father spoke of the importance of accessibility so that no child is denied education in the faith. He further emphasized the importance of renewing the commitment to schools in poorer areas.

Indeed, everything possible must be done, in cooperation with the wider community, to ensure that they are accessible to people of all social and economic strata. No child should be denied his or her right to an education in faith, which in turn nurtures the soul of a nation.

He specifically addressed the presidents and the issue of academic freedom:

“In regard to faculty members at Catholic colleges and universities, I wish to reaffirm the great value of academic freedom. In virtue of this freedom you are called to search for the truth wherever careful analysis of evidence leads you. Yet it is also the case that any appeal to the principle of academic freedom in order to justify positions that contradict the faith and the teaching of the Church would obstruct or even betray the university’s identity and mission; a mission at the heart of the Church’s munus docendi and not somehow autonomous or independent of it.

He also thanked the audience for their commitment to education by saying:

“Your selfless contributions — from outstanding research to the dedication of those working in inner-city schools — serve both your country and the Church. For this I express my profound gratitude.

This was the third address to Catholic college presidents that Sr. Janet has attended. The previous two were with Pope John Paul II in New Orleans and Washington, D.C. She also participated in an address by Pope John Paul II to the people of Cuba.

The Pope’s address at Catholic University was part of his two-day stay in Washington, D.C. His stay also included a visit to the White House, as address to the country’s bishops and a Mass at Nationals Stadium with 48,000 people in attendance.
Lydon Addresses Changing State of Media During Wyant Lecture

Media personality and journalist Christopher Lydon offered his perspective on “Will We Be Better in the New Media World?” as part of the Wyant Lecture Series on March 27th in the Janet M. Daley Library Lecture Hall.

Lydon has been a distinctive voice in many media: covering politics with The Boston Globe and The New York Times in the 1960s and 1970s; hosting The Ten O’Clock News on WGBH-TV in the 1980s; inaugurating the smart talk show “The Connection” with WBUR (Boston) and NPR in the 1990s; and in 2005 founding the hybrid radio and Internet conversation known as “Open Source,” which he produces now from the Watson Institute at Brown University.

During his lecture, titled “The Last Newspaper Guy Meets the First Podcaster,” Lydon discussed how a radio/online experiment with a colleague a few years ago haphazardly landed them the distinction as the world’s first podcasters. He furthered the discussion of new media innovations and the changing state of media today with his list of 10 signs that we are experiencing an “epical shift” in the way we receive — and demand — media access.

“We are all invited by the new media to be both better informed and more expressive than we were in the old media and we should seize this opportunity as we would a lifeline,” he said.

The Wyant Lecture Series features speakers in the Humanities, History and the Arts. The Louise Doherty Wyant professorship was established by the late Louise Doherty Wyant ’63 and her husband, Dr. James Wyant, in honor of Sister Anne Cyril Delaney, SND.

Dr. Herlihy Presents Lecture Series on World Travels

Throughout the spring semester, Louise Doherty Wyant Professor Patricia Herlihy presented a series of five lectures relating to her 23-day journey around the world. Traveling as a trip leader with Brown University’s “Brown Travelers,” an educational program that provides worldwide travel opportunities for alumni, Herlihy, professor emerita of history at Brown, contributed a number of key discussions relevant to some of the 15 different locations the group visited during its excursion from January 5th-27th. Topics included: “Through Kindergarten Eyes: China in the 1930s;” “Napoleon and Egyptology;” and “The French in Fez: Styles in Imperialism.”

ayo Discusses Race Relations at Through the Wire

The Emmanuel community welcomed respected author, artist and speaker damali ayo on January 30th as the guest speaker for the Through the Wire Lecture Series. Author of the acclaimed book, How to Rent a Negro, ayo’s discussion entitled, “I Can Fix It! Racism,” focused on ways to improve racial interactions. Weaving in creative stories, visuals and real-life experiences, as well as her list of 10 practical solutions to establishing healthier relationships, ayo enlightened the audience in the Janet M. Daley Library Lecture Hall with her commentary on race relations in today’s society.
College Holds Topping-Off Ceremony for Academic Science Center

Emmanuel College celebrated a milestone in the construction of its new Academic Science Center on April 17th, commemorating the completion of the building’s structural frame with a traditional topping-off ceremony. Prior to the final beam being lowered into place at the top of the building, students, faculty, administrators, staff and all those involved with the construction process were invited to autograph the piece of steel. Afterwards, it was hoisted skyward along with a small pine tree and American flag – symbolizing the success of the project thus far as well as bestowing good luck for the future of the building and its inhabitants. The Center, which will be located in the area adjacent to the College’s historic Administration Building, is scheduled to open in 2009.

Emmanuel Receives Grant from George I. Alden Trust

Emmanuel College has received a grant of $125,000 from the George I. Alden Trust to support the costs of the infrastructure for the general and organic chemistry laboratories in its new Academic Science Center. The Center will advance Emmanuel’s strategic initiative to establish the natural sciences as a signature program at the College. New teaching laboratories will reflect the innovation and technology that today’s students need to thrive.

According to the organization’s web site, “the Alden Trust was established for the purpose of the maintenance of some charitable or philanthropic enterprises and has given priority to higher education, predominantly in support of independent undergraduate education, in smaller institutions with full-time faculty undergraduate enrollments of 1,000-3,000 students. The Trust focuses its support on institutions in the six New England states as well as New Jersey, New York and Pennsylvania.

The Trustees support institutions that demonstrate a combination of education excellence, exciting programming, and efficient and effective administration. The Trustees support proposals that they feel will contribute significantly to the intellectual growth of students and will enhance an institution’s mission.”

The Alden Trust has been a strong partner with Emmanuel in the past. The College is very grateful for this continued support.

Award-Winning Author Lehane Speaks at the College

Dennis Lehane, the author of New York Times bestsellers, Mystic River and Shutter Island, was an invited guest of the College on April 16th. A native of Dorchester, the award-winning author of Boston detective novels provided a reading from his upcoming novel, The Given Day, in the Janet M. Daley Library Lecture Hall. After reading a chapter of the book, Lehane took questions from the audience. He revealed details regarding his approach to the writing process, referring to in-depth research methods used and challenges faced while composing his work. Lehane also took time for a book signing afterwards in the Lillian Immig Gallery.
Emmanuel College’s Model United Nations (UN) Club received recognition at the Harvard University and University of Chicago National Model UN Conferences during the 2007-08 academic school year. Andrew Ammon ’08 was honored as the “Outstanding Delegate” at Harvard’s yearly conference, held at the Park Plaza Hotel in Boston from February 14th-17th. This was the first award won by the club at Harvard’s prestigious conference, with Northeastern University’s team representing the only other Boston-area school to earn recognition. Ammon followed up his Harvard performance with an equally impressive showing in Chicago from March 6th-9th, earning “Best Delegate” distinctions. In addition, Andres Enrique ’09, Umair Sami ’09 and Hannah Coache ’08 received “Verbal Commendations” in their committees as well.

Alicia Bartholomew ’09, a student worker in the College’s Admissions Office, was honored as the first “Student Employee of the Year” selection at Emmanuel. Nominated by Operations Coordinator Christopher Erbland, Bartholomew was praised for her ability to take initiative in the office’s often-hectic atmosphere, all the while maintaining a strong grasp on her already demanding academic schedule. As the College’s selection, Bartholomew was entered into the Massachusetts State Student Employee of the Year competition, with the potential to move on to the regional and national contests.

Student Government Association (SGA) President Adam Smith ’08 and 2008-09 President-Elect Amanda Donegan ’10 represented two of nearly 50 Boston-area college and university students who met with Mayor Thomas M. Menino to discuss a range of topics regarding the current state of the city on March 24th. The event marked the first such forum held by Menino for local college student government representatives. The discussion included a number of different initiatives the city has in the works, including the “Boston Urban Mechanics Program,” an internship program dedicated to increasing college students’ involvement in city government, and “One in 3,” a group dedicated to the needs of Boston’s 20-34 year-old population, which makes up a third of the city’s residents.

Ian Pike ’08 received the award for best paper/presentation in the field of religion at the North American Undergraduate Conference in Philosophy and Religion at Westminster College during the weekend of March 8th. Pike offered insight on a paper he had written for Professor of Religious Studies Ann Wetherilt’s “Spirituality and Mysticism” class in the fall, entitled “The Desire Paradox: Suffering, Salvation and Puritan Mysticism in Milton’s ’Paradise Lost,’” which provided a view of the 17th-century English poet’s work through the lens of Christian Puritanism traditions and Buddhist principles.

Jason Noguiera ’09 and Elise Zablowsky ’08 participated in the “Chem Demo Exchange Program Using Household Chemicals” at the 235th American Chemical Society National Meeting in New Orleans on April 6th. Their demonstration was titled, “Holding Your Home Together with Nails.” Additionally, Noguiera was recently accepted to participate in the American Cancer Society Alvan T. and Viola D. Fuller Summer Research Fellowship. The 10-week program allows students to choose an area of cancer research of personal interest, with Noguiera listing “synthesis of potential chemotherapeutics” as a potential concentration. The program will conclude with each summer fellow presenting his or her work during a poster session.
Emmanuel Introduces Online Courses

Connecting learning in and out of the classroom has long played an integral role in an Emmanuel College education. With so many resources available to enrich one’s academic journey just outside campus, students have been encouraged to make the city of Boston their academic playground. With the launch of seven online courses this past summer, the College has introduced a new innovative educational tool that continues to advance this mission beyond the limits of the campus and the city — extending an Emmanuel student’s classroom to anywhere in the world.

Open to both traditional undergraduates and Graduate and Professional Programs students, online courses offer a unique academic experience to the traditional educational path. Throughout the seven-week sessions, students communicate with instructors and fellow classmates through the online course management system Blackboard Vista, logging in daily to keep up with ongoing discussions. Coursework is assigned similar to traditional classes, with students submitting assignments through the system’s easy-to-use interface. Participants can expect a comparable workload to a regular class as well — with the advantage of progressing through weekly assignments at their own pace, on their own schedule and without the commute.

“Online courses contribute to the rigorosity of the academic experience at Emmanuel College,” said Vice President of Academic Affairs Frank Scully, Jr. “Today, there is a greater emphasis on effectiveness in the classroom, with professors ever more so viewed as catalysts in terms of fostering learning in students. Online learning provides greater access for Emmanuel students and prepares them for the 21st century. Meanwhile, for our faculty members, this environment challenges them to rethink the way they present material and to discover ways to engage students in remote settings.”

All online courses are taught by full-time Emmanuel faculty members who are well aware of their students’ needs to establish a connection with instructors in an online environment. Professors have been trained in online instruction and development, intent on providing their students with the tools to meet their educational objectives. A new undertaking for some, instructors met the challenge of generating an interactive environment through electronic means, gaining valuable knowledge themselves along the way. For Associate Professor of Art Cynthia Fowler, for instance, finding new ways to relate information for her “Survey of Western Art II” course meant employing supplementary sources in ways previously unconsidered in her traditional courses.

“Petro Vamvakas, Assistant Professor of Political Science, had a similar experience with the design of his “Introduction to International Relations” course, a class he has taught traditionally each semester during the last three years. Adapting it to an online format involved an effort he says helped him tremendously as a professor, in ways he did not expect.

“The online structure forces [a professor] to be more cognizant of being a guide to knowledge,” he said. “Students and the instructor have a chance for a livelier exchange with references that cannot be duplicated in class, especially in visual and multimedia materials, which undoubtedly enhance a part of the learning process.”

“There is great flexibility in the online environment for students,” said Assistant Professor of Psychology Jonna Kwiatkowski, who taught “General Psychology” during the Summer 1 session. “They can do their work at times that are convenient for them, and they have greater latitude to explore aspects of each topic that are of interest to them. As a professor, I provide a palette of opportunities for exploration, but each student gets to design their own experience within the framework. Through online courses, students have more freedom to shade and tone their experience than they would in a traditional course.”

For more information on online course offerings at Emmanuel, visit www.emmanuel.edu/online.

—BRYAN MAHONEY
New Science Chair Focused on Developing, Expanding Programs

Dr. Paul March saw in Emmanuel the chance to further cultivate the type of educational experience he himself had as an undergraduate student at Long Island University (L.I.U.). A small liberal arts institution, his alma mater allowed him to develop key relationships with faculty which were instrumental in determining the direction of his academic and professional career. Smaller class sizes allowed March, the student, to broaden his understanding of scientific concepts due to more one-on-one instruction. It is this element — among others — that brought March, the professor, to the College’s campus in December as the new chair of the science department and professor of biochemistry.

Last summer, March was in Sydney, Australia, where he had been since 1994 serving as senior lecturer for the School of Biotechnology & Biomolecular Sciences at The University of New South Wales, when he learned of the opening at Emmanuel. Intrigued, he soon traveled to Boston to interview for the job, and his interest in the position immediately grew.

“My original interest was that it was a small liberal arts college and that I felt the students were provided an undergraduate experience similar to mine,” he said. “But when I got here I learned about the new Academic Science Center and I saw it as an even more fantastic opportunity and challenge to enter into.”

He continued “The new building is a piece of infrastructure that is representative of something even more attractive, which is the College’s commitment to developing the sciences.”

March’s visit proved reason enough to influence a move from Down Under, despite having spent little time in the city of Boston beforehand. Although still settling in, his transition has been eased by his wife’s familiarity with the area, as well as his knowledge of the world-famous neighborhood in which Emmanuel resides.

“Prior to my arrival, I had only spent a week in Boston, but my wife did her undergraduate work at MIT,” he said. “Either way, the Longwood Medical Area is internationally famous as the top medical area in the world, so even though I had never been here I knew a lot about it.”

With his background in biochemistry, March brings extensive knowledge in a biology discipline that will be expanded upon in the science department. One of his first initiatives as science chair is to design a new biochemistry major at Emmanuel, which will provide new courses and topics, which he hopes will be attractive to students. Currently, biochemistry is offered as a concentration within the chemistry and physics department.

Finding ways to further engage both science and non-science majors remains a constant focus for March, who recognizes that while different techniques may be necessary when educating both parties, the overlying theme remains unvarying: using the discipline “to provide an inclusive platform for all learners to become better critical thinkers.”

For science majors, he looks forward to retaining small class sizes while emphasizing a more open-ended inquiry style of learning. With students getting the chance to connect with their professors in smaller work groups, March feels their education takes on an “apprenticeship-type role,” which he considers imperative to an education in the sciences.

“There are aspects of scientific endeavor that cannot be taught at the blackboard. Part of science is actually being in the lab performing experiments, and the best way to do that is through apprenticeship,” he said. “If I am working with six students in the lab they will get much more of my attention than if it were 24 students.”

It is March’s belief that, on a universal scale, students have been taught to do science in an “artificial” way — for example, investigating a lab experiment in which the answer is already known — which does not allow for full comprehension in terms of professional scientific methodology.

Utilizing a different instructional approach in which students actually participate in professors’ scholarly work, however, can create a realistic sense of what true scientific research is like.

“In my research, I don’t investigate known facts, it is not what scientists do,” said March, who was the keynote speaker for the Merck-Emmanuel joint lecture series on February 25th. “When teaching students, it is much better to start with a question we do not know the answer to. Incorporating our scholarship into our undergraduate laboratories creates a massive difference in terms of student engagement and academic engagement as well. At the same time students develop a deeper understanding of what it means to actually do science and be a scientist.”

While for the non-science majors, March feels that small class sizes also play a practical role in developing science literacy, the greatest challenge involves relating the topics in a way that interests those students who may only be taking science courses to fulfill elective requirements.

March has been impressed with the current chemistry curriculum’s offerings in that regard, which includes classes such as “Chemistry of Everyday Life,” designed primarily to introduce non-majors to how chemistry is involved in such things as cooking, cosmetics and cleaning; “Chemistry and Art,” which discusses the chemistry of photography, painting and pigments; and “Chemistry: A World of Choices,” an introduction to the chemical concepts needed to understand many of the numerous scientific problems confronting society today. Expanding upon these existing programs, as well as remaining sensitive to the instructional methodology, will be at the forefront of March’s initiatives in the near future.

“At Emmanuel College there are a number of subjects that are small and tailored to teach sciences within the context of something that is appealing to students,” he said. “The idea is to use a topical example to teach non-science majors science, but the key is that professors still need to teach the subject well. Luckily at Emmanuel, our professors care about how they teach their subjects to both majors and non-majors, and that’s important.”

—BRYAN MAHONEY
Assistant Professor of Sociology Catherine Bueker presented at two conferences over the summer. During the Centre for Research on Nationality, Ethnicity and Multiculturalism’s conference, “Nationalism, Ethnicity and Citizenship: Whose Citizen? Whose Rights?,” held at the University of Surrey in Great Britain June 30th-July 1st, she presented a paper on immigrant voting in the U.S., “Who Votes? A Comparison of Immigrant Voter Turnout in the 2000 and 2004 Presidential Elections.” She presented related research at the American Sociological Association’s National Conference in Boston as well. In addition, Bueker will also have her essay, “Civic Incorporation,” published in the book Battleground Immigration and has been asked to be a reviewer for Political Research Quarterly, a peer-reviewed journal that publishes research on political activity.

Associate Professor of Psychology Joyce Benenson’s study “Sex Differences in Children’s Formation of Exclusionary Alliances Under Scarce Resource Conditions,” was published in the journal Animal Behavior in June. Her research garnered international attention with articles appearing in New Scientist magazine, The Telegraph (British newspaper), The Times of India and online at ABC News, United Press International, and iTWire (Australia). Students Timothy Antonellis, Benjamin Cotton, Kathleen Noddin and Kristin Campbell contributed to the research.

Assistant Professor of Chemistry Christine Jaworek-Lopes received the Northeast Regional Award for Excellence in Volunteer Services by the Northeastern Section of the American Chemical Society. The award recognizes the volunteer efforts of individuals who have served the American Chemical Society by contributing significantly to the goals and objectives of the society through their regional activities.

Professor of Sociology and Religious Studies Sr. Mary Johnson, SND was invited to deliver the annual Rita Cassella Jones Lecture at Fordham University in April. The title of her lecture was “American Catholic Women Within and Without Parishes: A Sociological View.”


In January 2008, Assistant Professor of Education Corinne R. Merritt presented two papers at the Annual Conference on Teaching and Transformation at The University of Massachusetts Boston Center for the Improvement of Teaching. The first paper, “Enhancing the First-Year Experience,” focused on current research on the unique needs of the first-year learner with special focus on the first-generation college student. The second, “Accomodating Diverse Learners: The Inclusive Classroom in Higher Education,” explored the growing number of students in post-secondary education who come with previous accommodations for various exceptionalities.

Associate Professor of History Melanie Murphy presented a paper, “Communism and Catholicism in the World View of Jose Saramago,” at the spring meeting of the American Catholic Historical Association at St. Mary’s College in South Bend, IN. She also gave a lecture on “Degenerate Art” in January 2008 to a class at Boston College.

Assistant Professor of Art Megumi Naitoh received an award from the National Council on Education for the Ceramic Arts (NCECA) during its national conference in Pittsburgh from March 19th-22nd. As an award-recipient, Naitoh will do a residency at the International Ceramic Research Center in Denmark for a month during her sabbatical.

Assistant Professor of Performance Arts Thomas Schnauber was invited by the Boston University Department of Music to be a guest adjudicator for its annual Concerto Competition on March 4th. Additionally, the weekend of April 4th, the University of Indianapolis Department of Music asked him to be a guest composer/presenter. During his visit, Schnauber spoke at the “Composers’ Forum” to graduate and undergraduate composers about his music and coached singers in the vocal arts department about the theory and performance of Benjamin Britten’s folksong arrangements. The department also hosted a concert featuring five of his works during the weekend.
Record Number of Track Athletes Participate in New England Championships
Maher ’11 Earns All-New England Honors, Gaspar ’09 Qualifies for ECAC Championship
After a spring season that saw many new program records set, the Emmanuel College men’s and women’s track & field teams concluded the 2007-08 year by sending their highest contingent of athletes ever to the New England Division III Championships, hosted by the United States Coast Guard Academy in New London, CT, on May 2nd-3rd.

Leading the way was Thomas Ryan Maher ’11 and captain Christine Gaspar ’09, who earned All-New England honors and qualified for the Eastern Collegiate Athletic Conference (ECAC) Championship, respectively. Maher placed 8th in the 110-meter hurdles with a personal best time of 15.91, while Gaspar knocked over a minute off her 10,000-meter run personal record, crossing the line in 18th in a time of 40:17.68. She competed in the ECAC Championship on May 15th at Springfield College finishing 15th (41:71.01).

Also performing well at the New England Championships was the women’s 4x400-meter relay team, consisting of Kelsey Fitzpatrick ’11, Alison Lynch ’11, Emily McCaffrey ’08 and Cathryn Lariviere ’09, which finished 16th overall and broke the program record with a time of 4:35.39. McCaffrey also represented Emmanuel in the 3,000-meter steeplechase, finishing 23rd with a time of 12:30.63, while Fitzpatrick and Lynch teamed up with Katie Beaton ’10 and Ashley Adamson ’10 for the 4x100-meter race to finish 17th overall with a time of 54.88. Sarah Soldano ’10 placed 12th in the high jump (4’11”) and 13th in the long jump (16’-0.25”).

The men’s 4x400 meter relay team, made up of Mike Thurnauer ’08, John Hieber ‘11, Matt Hickey ’08 and Rob Allen ’08, placed 17th overall with a time of 3:34.18. Allen also ran the 400 meters for Emmanuel and finished 23rd with a time of 52.37.

Yosinoff Honored as “Heights Award” Recipient
Emmanuel Head Women’s Basketball Coach Andy Yosinoff received a “Heights Award” on January 10th at Boston College’s Conte Forum. Presented by the Massachusetts State Lottery and Boston College Athletics, the award recognizes individuals in the Boston community who have exhibited a long-term commitment and dedication to the growth of women’s athletics. The award was given during the Boston College women’s basketball game vs. Maryland.

During his 31 years as head coach of Emmanuel College women’s basketball, Coach Yosinoff has compiled a list of impressive credentials, including a career record of 580-192. During the 2000-01 season, he led the Saints to their first NCAA Final Four appearance, becoming the first coach in Boston to make it to the national bas-

Men’s Volleyball Finishes Second at Inaugural GNAC Championship
The Saints concluded the 2008 season with a strong showing in the first-ever Great Northeast Athletic Conference (GNAC) men’s volleyball tournament. Emmanuel finished second, falling to top-seeded Rivier College in the finals, 3-0.

During the title match, captain Michael Townsend ’10 notched 12 kills and nine digs to lead the Saints, while outside-hitter Curtis Abram ’10 added nine kills and six digs of his own.

The Saints entered the tournament seeded second and faced 3rd-seeded Johnson & Wales University in their opening match. The Emmanuel men swept the Wildcats in straight sets, 30-26, 34-32, 30-23. Townsend led the Saints, recording a double-double with 20 kills, 10 digs, and four aces. Abram and Stephen Keeney ’10 chipped in with six kills apiece in the win as well. Setter Taylor Lowe ’10 paced the attack with 37 assists, while classmate Gregg MacDonald ’10 and Sophanna Lout ’08 tallied six digs each.

For their efforts, both Townsend and MacDonald were named to the GNAC All-Tournament Team.

The Saints finished the season with a 14-15 overall record.

Softball Ends Season on High Note
The Saints’ softball team put up three wins in the final two days of its season, defeating Johnson & Wales in back-to-back games on April 19th and completing its regular schedule with a victory over Albertus Magnus on April 21st.

Emmanuel outscored its opponents by a margin of 36-14 during the contests, which included a 14-9 come-from-behind victory in the first game against the Wildcats in which the Saints rallied with nine runs in the sixth. The Saints won 12-3 in the second game and defeated Albertus Magnus by a score of 10-2 as well.

The Saints said goodbye to three players due to graduation, tri-captains Stephanie Rege ’08, Jennifer Walsh ’08 and Nicole Ferraro ’08.
From May 30th - June 1st, reunion classes from 1938-2003 came back to Emmanuel to re-connect with their classmates and the College during Alumni Weekend celebrations. Graduates experienced life at Emmanuel today through special academic presentations, explored the city and learned about the new and exciting developments at the College.

Highlights of the weekend included: a tour of the Museum of Fine Arts “El Greco to Velazquez” preceded by a presentation from Emmanuel art faculty Cynthia Fowler; a presentation by Associate Professor of History William Leonard on his course “Raising Hell: 20 Years of Activism, 1955-1975”; a financial planning seminar with Marie Cannon ’79 of Merrill Lynch; a beer tasting sponsored by the Young Alumni Club; the President’s Welcome with Sister Janet Eisner, SND; a discussion of the Merck Research Laboratories-Boston partnership; and many reunion celebratory meals and gatherings.
Tara Cronin Mickela ‘88, Professor Emeritus of History Donald Logan and Esta Wall ’48 at the Champagne Reception.

Mary Ryan and Dorothea O’Connell of the class of ‘63 enjoy the after dinner dancing in the gymnasium of the Jean Yawkey Center.

Members of the 2007-2008 Alumni Association Board Karen Fosa-Salhaney ’82, Judy Chadwick LeBlanc ’64, Joan Glidden McGrath ’60 and Susan Pellenti Cleary ’79 were on hand to encourage alumni to participate in the “90K . . . It’s All About Time” volunteer initiative.

Classmates from 1968 gather for the Alumni Procession including (left to right): Patricia Wiedermier Moran, Virginia Logue Berglund, Jane M. Farrell, Catherine McDevitt Lent, Janet LaVallee Holden and Carol Kemmitt Courage.

Diana Kenneally ’94, Stephanie Barney ’03, Marie Connolly ’48 (who recently passed away), Maryann Zemba ’03, Jeanne Connolly Clancy ’47 enjoyed a beer tasting in the Maureen Murphy Wilkens Atrium.

Peggy MacMillan Tis ’58, Louise McDonald McLaughlin ’58, Connie Oshholm Churchill ’58 and Sheila Donovan Standring ’58 enjoy the Champagne Reception.

Tara Cronin Mickela ’88, Professor Emeritus of History Donald Logan and Esta Wall ’48 at the Champagne Reception.
Alum Designs Room Dedicated to Emmanuel at The College Club of Boston

John Montgomery ’97 is not a professional interior designer. But as a participant in The College Club of Boston’s Dream Room Makeover Challenge, for two weeks, he certainly got to act like one.

As part of a major restoration effort at its 44 Commonwealth Avenue home, over the past three years the club opened its doors to the Boston design community and interested club members such as Montgomery, allowing them to take part in its own version of a home makeover production. The challenge? With a strict budget (no more than $7500 for double rooms, $3500 for singles) and a two-week deadline, to renovate one of the club’s 11 guest rooms – incorporating the history, tradition and style of prominent colleges of its founders and the local community.

“It was a chance for designers to get their hands on a 19th-century townhouse in the Back Bay of Boston and put their stamp on it,” said Kim Clark, a member of the Board of Directors at the College Club of Boston. “It was not a full renovation, but it was a chance to own the room in a sense and spruce it up.”

As an adult learner at Emmanuel, graduating from the College with a dual degree in psychology and sociology, Montgomery has much affection for his alma mater, which he credits for helping him “move into a whole new endeavor” in his life. Working alongside fellow club member Susan Able on the restoration project, his goal was simple: to dedicate his time, enjoy the opportunity and pay homage to Emmanuel.

“When I agreed to design the room, I did so as a commitment to the club, but I also said if I am going to do this, I want to give credit to Emmanuel,” he said. “I had such a positive experience at Emmanuel. I tried to design the room in a way I hope the College would be proud of.”

Maintaining a level of simplicity with the design, Montgomery and Able chose to liven up the room with a splash of paint and new carpeting, incorporating some of the room’s previously existing antiques into the arrangement. Scavenging through the club’s archives, Montgomery utilized photography of local Boston sites, highlighting the flavor of the city and Emmanuel’s place in its history.

“The room is a tribute to my personal experience as an Emmanuel College student and it’s a great legacy moving forward,” said Montgomery.

Revamped in August 2006, the Emmanuel Room was one of the first rooms completed during the staggered design challenge. Montgomery and Able also collaborated on a room in honor of Able’s alma mater, Radcliffe College.

Originally established as a club where “college-educated women could enjoy sociability and companionship while advancing their knowledge of literature, public affairs, history and the arts,” The College Club of Boston is the oldest such club in America. In celebration of the completion of its renovation, the club will host a “Showcase Open House Weekend” September 27th-28th, with proceeds to benefit The College Club of Boston Scholarship Fund, Inc. For more information, visit www.thecollegeclubofboston.com.

—BRYAN MAHONEY

Department of Mathematics Holds Reunion for Recent Alums

More than 30 recent alumni and current students attended a reunion for the Department of Mathematics on March 29th. The event was held at Department Chair and Associate Professor of Mathematics Jeanne Trubek’s house and consisted of alumni representatives from the graduating class of 1994 through 2008. The Alumni Association generously contributed customized Emmanuel Mathematics Department t-shirts in commemoration of the gathering.
In Remembering a Friend, Alighieri ’05 Raises Millions for Cancer Research

After her good friend and co-worker Mel Simmons passed away from cancer in 2005, Pauline Alighieri, a 2005 graduate of Emmanuel’s Graduate and Professional Programs, and her fellow Delta Air Lines flight attendants sought a way to pay tribute to their colleague.

When many began wearing the colorful Turkish bracelets Mel had once presented to people she met while receiving chemotherapy at Massachusetts General Hospital (MGH) Cancer Center, Alighieri and company had an idea. Ordering another 1,000 of “Mel’s bracelets,” they hoped to raise donations for cancer research — Mel’s request in lieu of flowers before her passing — with the goal of contributing $5,000 to the cause.

Little did they know how quickly the project would take off.

As of July, two years to the month that Alighieri founded the Friends of Mel Foundation, the organization has raised nearly $5 million in donations to MGH Cancer Center for research and education.

“At first it was about Mel, then about breast cancer. Now, it’s about all types of cancer and helping people and their families navigate through their journey,” said Alighieri. “Our goal is to help people who are facing that battle.”

Diagnosed with metastatic breast cancer in 2000, Mel was a person more concerned with the plight of others than that of her own personal ordeal, according to Alighieri. For Mel, the bracelets were just a little something to bring a smile to another person’s face. For the countless people she touched with her generosity, they represent much more.

“Mel was a free spirit who touched so many lives, especially after being diagnosed with cancer,” said Alighieri. “She was a remarkable person who inspired us all. The way our foundation has grown really supports that fact.”

The Friends of Mel Foundation seeks to fund “creative and promising projects that impact patient care at both the grassroots and institutional levels.” While the MGH Cancer Center is the primary recipient of the proceeds, donations have also been made to Dana-Farber/Brigham and Women’s Cancer Center, The National Breast Cancer Coalition Fund, The Breast Care Center at Saint Joseph Hospital, HOPES Program Fund, Social Service Department Fund, Patricia Bynum Fund at The Alamance Center, and The Deborah Winters Foundation.

Currently, bracelets can be found in 63 retail stores, with the foundation having received orders from 46 states as well as England and Ireland.

Alighieri derives much of her charitable spirit from her mother, Helene Ouellette, who engrained in her children the importance of giving back. Ouellette raised a donation of more than $18,000 to the Maine Children’s Cancer Program through the annual pumpkin parade she orchestrates in the center of Auburn, Maine. Last May, her daughter and the Friends of Mel Foundation matched that donation to bring the total to more than $36,000.

“I come from a large Catholic family and when you come from such a family that’s just what you do, you think of other people,” she said. “And as an Emmanuel student, I connected with the College’s mission of giving back. I feel like my whole life has prepared me for this role.”

For more information on the Friends of Mel Foundation, visit www.friendsofmel.org.

—BRYAN MAHONEY

Pauline Alighieri
In an effort to continue to provide Emmanuel students and alumni with the highest-caliber resources, the College’s Office of Internships & Career Development recently launched EC Career Connect (EC3), a new career information system that will serve as Emmanuel’s new online career center.

During the spring, the Office of Internships & Career Development engaged NACElink Symplicity, one of the nation’s leading providers of custom online career management software, to construct a distinct career database designed to accommodate the needs of Emmanuel users. The result was EC3, a more user-friendly program which replaces the HotJobs conference on the College’s e-mail system as Emmanuel’s internship and job resource network.

“We were looking for something that was customizable to make it more attractive to students and alumni,” said Assistant Director of Internships & Career Development/Manager of Information Technology Brie Weiler. “Most colleges and universities in the U.S. have turned to a more web-based approach to communicate with students. EC3 really represents a giant step forward in terms of our office’s ability to assist students and alumni.”

EC3 is equipped with a number of exciting and easy-to-use features. In addition to its Search Opportunity section, which allows students and alumni to search and apply for jobs, internships, career events, grad schools, etc., it also allows users to upload and store resumes and cover letters, access an events calendar and even “hire” multiple agents to search for positions for them.

College faculty and staff members have access to the system as well, allowing them to direct students’ attention to interesting opportunities. Additionally, from an administrator’s standpoint, the system allows for better tracking of student and employer use, providing members of the Office of Internships & Career Development with valuable statistics regarding the needs of their audience.

“It gives us a lot more information and allows us to better our services,” said Weiler.

In August, an Alumni Mentoring feature will be available for alumni interested in advising and supporting current students.

“This tool will be a great way for alumni to feel further connected with the Emmanuel community,” said Weiler.

To participate in a program tutorial and register an EC3 account, visit http://emmanuel-csm.symplicity.com/students. All students are pre-registered for the system. Interested alumni should contact the Office of Internships & Career Development at careerdevelopment@emmanuel.edu prior to registration to receive an EC3 password.

Volunteer Program Celebrates College’s 90th Anniversary

In June, Emmanuel College launched a yearlong community service program called “90K…It’s All About Time,” to engage alumni and their families from all over New England in volunteering. “90K…It’s All About Time,” is an initiative to celebrate the College’s 90th Anniversary during the ’09-’10 academic year, its tremendous growth and vitality, and the spirit of giving back to the community. From July 1, 2008 to June 30, 2009, Emmanuel College alumni from all over will collectively raise 90,000 hours of community service. More than 30,000 hours are already pledged.

According to Jennifer Puccetti ’86, Chairperson of the 90K Initiative, “Emmanuel has a long tradition of community service and what better way to bring the alumni community together than through volunteerism.”

Participating is easy. Visit the College’s web site at www.emmanuel.edu, click on Alumni and Friends and follow the link to 90K. On the 90K web page, you can register your name and the total number of volunteer hours you will pledge from July 1, 2008 through June 30, 2009. Include in your pledge the volunteer hours of family and friends!
You can’t do everything in New York in a day. But you can try. You already have your Emmanuel experience in common, so how about sharing something new? The Metropolitan Museum of Art? The American Museum of Natural History? A walk through Central Park? How about lunch at the oldest pizzeria in America? Or the deli where they shot the movie *When Harry Met Sally*? The list of things to do in New York is endless. As are the reasons to share the adventure with other Emmanuel grads.

Visit www.emmanuel.edu and click on Alumni & Friends for registration or call 617-975-9400 for phone registration.

Make Saturday, October 25th your day to enjoy all that is New York City.

Date: Saturday, October 25, 2008

Departure Locations and Times:
6:15 a.m. Shopper’s World
Framingham Park & Ride Lot
(Route 9, Eastbound, near Mass Pike Exit 12)
1 Worcester Road, Framingham, MA 01701

7:00 a.m. Emmanuel College
(Pick-up in the front of the Administration Building)
400 The Fenway, Boston, MA 02115
Free parking available on campus

Return Pick-Up Location and Time:
6:30 p.m. Hilton New York (53rd St. and 6th Ave.)
The bus will return to Emmanuel College with an additional drop-off in Framingham, MA.

Cost: $50.00 per person
1932
Margaret B. McCullogh Buckley
2380 Hyde Street
San Francisco, CA 94109-1511

1935
Anastasia Kirby Lundquist
33 Hancock Street
Auburndale, MA 02466-2308

1936
Send news to alumni@emmanuel.edu

1937
Mary T. Dynan Battell
67 Tufts Street
Arlington, MA 02474-6838

1938 reunion
Frances-Marie Connaughton Mitchell
81 Emerson Road
Wellesley Hills, MA 02481-3411

Patricia Anne Lyons passed from this world on September 27, 2007 and we extend our condolences and prayers to her family.

1939
Send news to alumni@emmanuel.edu

1940
Send news to alumni@emmanuel.edu

1941
Sr. Therese Gerard Kleh, SND
30 Jeffrey’s Neck Road
Ipswich, MA 01938-1398
theresegerard.KLEH@SNDdeN.org
or kleh@SNDdeN.org

1942
Catherine Nigro Guinee
15 Brewster Lane
Acton, MA 01720-4252

1933 reunion
Constance Murphy Gormley sends kudos to Kathleen Denny Carroll for all her work for the class of 1943.

Catherine Reardon Steele lost her husband, Bob, in May of 2006. She lives in Hyannis, MA. Her apartment is a frequent gathering place for her six children, seven grandchildren and five great-grandchildren.

Gertrude Cronan Tolland hopes to see everyone at the reunion lunch. Gert will be making her usual summer visit to Massachusetts to get reacquainted with grandchildren and great-grandchildren (12 grands, 4 greats at last count). She has been trying to learn calligraphy but doesn’t seem to have much aptitude or patience for it. She also goes to Tai Chi classes, recently finished a refresh course in genealogy and does a lot of reading. No sky-diving this year. It just won’t fit into the schedule.

1944
Rose C. Merenda
258 Negansett Avenue
Warwick, RI 02888-3425
rosemendra@earthlink.net

1945
Mary McCabe O’Brien visited her granddaughter, a scientist at the National Institute of Health, during Easter time. She enjoyed catching up with her four great-grandchildren. Mary sends her good wishes to enjoy the springtime to all. She also thanks Emily Wilner, graduating senior, for her letter and congratulates Emily on medical school.

1946
Alice McCarthy
676 Farm Road
Marlborough, MA 01752-2519

Gloria Ferullo wishes to extend many thanks to Ellen Murray for the wonderful annual luncheons Ellen arranges for the class.

Arthur T. MacKay, son of the late Marjorie Sullivan MacKay will be ordained to the priesthood on May 24, 2008 at Holy Cross Cathedral.

1947
Miriam O’Connell Santilli
55 Sargent Street
Melrose, MA 02176-1234

1948 reunion
Claireanne Powers Ganssle and husband continue their blessed and busy lives, enjoying the benefits of Washington, D.C. and Baltimore, MD, a wonderful family and treasured friends, many from Emmanuel days. Claireanne was thrilled that her grandson, who graduated from Wentworth, was able to take a course at Emmanuel. She sends greetings and fond memories to the class of 1948.

Mary Ormond Jensen traveled to the Dordogne region of France this spring after traveling to Slovenia and Italy last October. Although home sales are at their lowest in 16 years, Mary still works in real estate. She thanks God for her health and her third great-grandchild, Olivia Ryan.

Assunta Baldassarre Masse and her husband are enjoying annual visits from her North Shore classmates to their summer home in Rockport.

Louise Millard Whitehead and her husband, Bill, made a fascinating trip to Asia, visiting Tokyo, Taipei, Bangkok, Singapore, Hong Kong, and Mainland China, before returning home via Hawaii. Such a wonderful experience.

We invite you to share your news with your classmates! You may contact your class notes correspondent(s) directly, or call 617-735-9771, or e-mail alumni@emmanuel.edu. Your classmates want to hear about what you are doing!
1949
Joan Brennan Goodwin
134 Scott Circle
Dedham, MA 02026-6416
jointed@msn.com

Jean Dowd Lynch
47 Westdale Road
Westwood, MA 02090-1526
wfjdlynch@webtv.net

1950
Lorraine Muse Crosby
93 Walnut Hill Road
Newton Highlands, MA 02461-1836
jmcrsby@comcast.net

1951
Ann Blute Vogt
18 Pomfret Street
West Roxbury, MA 02132-1810
annlvogt@aol.com

1953 reunion
Ruth McCann Anketell still loves getting
together each month for Biology Club.

Joannett Allard Sauriol reports that 2007
was a difficult year. The class lost one
biology major, Frances McVeey Chory,
and one spouse, Michael Norton, husband
of Patricia McSonagle Norton. However, 55
years later, the biology majors (and a few
associates) of the class of '53 continue
to meet on a monthly basis. Jeannette
says, “Indeed our strength comes from
Emmanuel.”

1954
Barbara Raftery
131 Wolcott Road
Chestnut Hill, MA 02467-3132

1955
Ann M. Kelley Ryan
404 Country Way
Scituate, MA 02066-2514
AKRyan@att.net

1956
Joan Paillé
113 Church Street
South Easton, MA 02375-1580
jtpaille@aol.com

1957
Irene Griffin
230 Liherty Street
Braintree, MA 02184-6030
igrif@beld.net

1958 reunion
Joanne Cannon Murphy
11 Lilac Circle
Wellesley, MA 02482-4569

Clementine de Angelis says that it seems
impossible so much time has passed since
graduation. She sends her best wishes to
all and thanks Emmanuel for preparing
her for the future.

M. Cassandra Hickey wishes many blessings
for the class of ‘58!

Joanne Donovan Kelly looked forward to
the class reunion this year. She wonders
where the 50 years have gone!

Kathleen Whalen Leckband retired in 2006.
Of her original family of eight, four are
still here. Kathleen has two daughters and
four granddaughters. In recent years, she
has traveled to Madrid, London, Rome,
Sicily, the Amalfi Coast, Ft. Lauderdale,
etc. Besides “women studies,” Kathleen’s
interests are art and photography. She is
also involved in the Waterside Tenants
Association and as she says, it’s easy to
keep busy in New York City.

Virginia Newton is grateful for her Emmanuel
education. Ginny is currently living in a
shoreline, Connecticut town, half-way
between her two children and their
families and loving it. She is still working
part-time as an addiction and relation-
ship therapist. Ginny spends the rest of
her time with friends and family, reading,
walking, taking care of pets and traveling.

1959
Phyllis McManus Hayes
3 Oak Road
Canton, MA 02021-2624
thomashayes@att.net

1960
Maria del Carmen Keilhauer
10 Avenue 8-23
Zona 14
Guatemala City
Guatemala, C.A.
rmkel@msn.com

The annual class luncheon was held on
June 4, 2008. It was attended by Ann
Torpey Ockerbloom, Marjorie Monahan Lynch,
Mildred McClary Silk, Majorie Carr Kelley, Ann
Blute Vogt, Margaret Gallagher, Eleanor Meskell,
Lois O’Hara, Patricia Boyden Morris, Catherine
Colman Daley, Margaret Dennisson Sweeney,
Jane Murphy Coburn and Jean Hughes Brown.
Everyone was most appreciative of the
work Margaret Gallagher and Eleanor Meskell
did to make the day so successful. Thank
you Peg and Eleanor!

1952
Regina Sullivan Hunter
32 Stubtoe Lane
Sudbury, MA 01776-1658
Kn29j31c9p10@comcast.net

Joan Williams Grim died on April 5, 2008
from complications due to sarcoma.

1953 reunion
Ruth McCann Anketell still loves getting
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Sudbury, MA 01776-1658
Kn29j31c9p10@comcast.net

Joan Williams Grim died on April 5, 2008
from complications due to sarcoma.
Maureen Cronin retired to North Truro in May 2007 after a wonderful career of teaching at University of Dayton and Northern Kentucky University in the Department of Literature and Language. Maureen hopes to spend some time keeping up with all the writers and artists around her. She is on the town committee to plan the town’s tercentennial celebration in July 2009 and invites all to come and enjoy the celebration.

1961
Maureen McKenna Horn
50 Fairway Circle
Nanica, MA 01760-2563
MaureenHorn1@verizon.net

1962
Janet Hamilton Carr
235 Winthrop Street Unit #7712
Medford, MA 02153-3836
Janetcarr8@comcast.net

1963 reunion
Catherine Berlinghieri Rossi
50 Webster Street
Arlington, MA 02474-3318
caterosi@aol.com
A. Gail McCausley Alcarré’s ninth and youngest child graduates from college this May.

“Nine is fine!” Gail says. She and her husband, Ted, weren’t sure they would get all nine through college, but they did it. The soon-to-be graduate claims she can imagine rockets exploding over head at her graduation, which will read, “Congratulations Ted and Gail!” The two also await the arrival of their 22nd grandchild. With their youngest child still unmarried, they’re hoping for a record number.

Andrea Chesney Dawes has been sailing with her husband, Mike, on ‘Jade Woman,’ the boat the two purchased while living in Hong Kong after Mike’s retirement in 2000. In January of 2001, Andrea and Mike sailed from Hong Kong across the China Sea. Over the next two years, the couple continued to sail, crossing several bodies of water, including the Malacca Straits and the Indian Ocean. They sailed up the Red Sea, and finally came through the Suez in 2003 into the Mediterranean, where ‘Jade Woman’ has been sailing for the past four years.

Sandra Hall Kearney is a retired school teacher. She has been married to her husband, Robert, for 40 years and has four children and three grandchildren: Madison, Cameron and Nicholas.

Ellen Woods Laughton is still teaching second grade at the Academy of Notre Dame in Tyngsboro with no plans of retirement.

Ellen is the proud grandmother of a little boy, who was born on April 1, 2007, and is named Charlie after her husband. She enjoys summers in Ipswich, MA, with lots of fun days in the sun spent boating, kayaking and beaching with family and friends.

Barbara Shea Martz reports that she and her husband have been traveling more since his retirement in June 2007. Their big trip was three weeks in China, but they have also visited relatives in Idaho and Georgia. Barbara also spends a week with her sister in Gloucester every summer. She is still working a bit for the NYC Writing Project in a small alternative high school in Manhattan, but says that grandkids keep her busier.

Mary Margaret Quinn-Devine is still teaching English to eighth graders at North Haven Middle School. Mary also spends her time working to resolve disputes and contract issues as Vice President of Professional Responsibilities and Rights of her union leadership team, and she works in several organizations devoted to Sacred Justice. Mary’s daughter, Ellen Quinn-Devine, works at Choate Rosemary Hall in Wallingford, CT, teaching English and coaching both basketball and crew.

Mary Margaret Quinn-Devine

1964
Janet O’Donnell Murphy
Suite 1920
111 W. Washington Street
Chicago, IL 60602-2719
MUR1411@aol.com

1965
Lucille Farina Carberry
22 Haverhill Street
North Reading, MA 01864-2719
LC.Carberry@comcast.net

1966
Joan Hurley Black
166 Ocean Way
Vero Beach, FL 32963
casablacka@earthlink.net

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Mary Margaret Quinn-Devine

1967
Martha Grandone Powers
54 Mayall Road
Waltham, MA 02453-8213
Marpowes54@aol.com

1968 reunion
Elizabeth Sullivan Gomini
133 Pawtucket Avenue
Cranston, RI 02910-4030
shimpymam@hotmail.com

Patricia Sullivan Burke died on April 8, 2008 after struggling with cancer. For many years Patti was active in the DC Emmanuel College Alumnae Association. She served with the U.S. Information Agency during the Reagan Administration and most lately worked as a much valued employee at the National Private Truck Council, whose President and CEO will honor her at their upcoming conference. Marya Kalynsky Pickering ‘69 wrote to inform the college community of Patti’s death.

Kathleen Bocash Knight is presently living half the year in Boston and half the year in San Juan del Sur, Nicaragua. She is involved in a Hotel Resort, Pelican Eyes Pedras y Olas (www.piedrasyolas.com) and works with a number of volunteer groups involved in education and health care. Kathy invites anyone interested in doing a volunteer project to contact her.

Bonnie Maguire Pumerantz completed her 20th year as director of guidance at East Catholic High School, another school founded by the SND’s. Through prayers and good medicine from many for her husband, Howie, of 32 years, his life was saved from a deadly bacteria.

Eleanor Strang will retire in June 2008 after 14 years as director of the Kelly Library, the public library of Salem, NH. She plans to pursue her interests in music and American History, as well as work as a volunteer.

1969
Patricia Claus Keating
56 Oaks Road
Framingham, MA 01702-5938
jkpk@rcn.com

1970
Valerie Gigliotti
235 Park Drive Apt. 32
Boston, MA 02215-4745

Mary Ellen Pollard Fitzpatrick is one of six Massachusetts residents who were recognized by the Academy of Notre Dame, Tyngsboro, MA with a Medallion Award for Leaders of Distinction. Mary Ellen received recognition in the category of Business and Finance; she is the Senior Vice President of Corporate Communications at Enterprise Bank and Trust Company in Lowell, MA. Notre Dame Academy bestowed this award on Mary Ellen because they believe she is an example to future generations, as a professional, a volunteer and an alumna and active member of the Academy of Notre Dame community. Mary Ellen is married to Joseph Fitzpatrick, an attorney. They have two children, Matthew and Erin.
Patricia Herold Nielsen died on February 28, 2008 at her home in Brooklyn, NY after a 10-year battle with cancer. Patricia was an Emmy Award-winning television writer, director and producer. She was also a dedicated environmental advocate on the Eastern Shore of Maryland. After graduation from Emmanuel, she worked for WBUR in Boston and eventually continued her career in broadcasting in New York. In Maryland, Pat worked to advance the protection and restoration of the Chesapeake Bay and its tributaries as a founding member of the Chester River Association. She is survived by her husband, Edward, her sons Matthew and Judd, her mother Dorothy Herold, her sister, Betsy Herold, and her brother, Tony Herold.

1971
Susan Cooney Murphy
569 Annaququotucket Road
North Kingstown, RI 02852-5601
Rud23560@ride.ri.net

1972
Ann Marie Keegan
185 South Cobble Hill Road
Warwick, RI 02886-9336
amkeegan50@verizon.net

1973 reunion
Noreen Diamond Burdett
23 North Hill Avenue
Needham, MA 02492-1221
ndiamondbu@yahoo.com

Anne Marie Brady retired from state service at the end of 2006 after working in the human services field for over 33 years. Anne Marie lives in Quincy with her husband.

Margaret (Peggy) Connors has been teaching at Emmanuel as an adjunct professor in the Political Science Department since 2003. In February 2008, friend and classmate, Nancy Novelline Gayburgh, a City Councillor in Portsmouth, NH, was a guest speaker in Peggy’s state and local government class. Friend and classmate, Anne McNeil also attended the class, after which all three had dinner to catch up and plan for their 35th reunion.

1974
Victoria Zazzarino Pilarosia is still living in Texas after 28 years and loving it. Her 13 year-old daughter, Stephanie, is in the seventh grade and active in volleyball, basketball and softball. Vicki recently started her consulting business again after the death of her husband, Larry, from cancer in December 2005. She specializes in recruiting and training and also works part-time as a Spanish-language consultant providing customized, job-specific Spanish language instruction for a variety of industries.

1975
Marie Campagna Franklin
29 Trowbridge Avenue
Newtonville, MA 02460-2222
camfrank@comcast.net

Catherine Belin Hardaway, Executive Director of Central Boston Elder Services, was announced by the Massachusetts Commission on the Status of Women as the 2008 Unsung Heroine for Mattapan, MA. Catherine was one of 286 women chosen from over 600 nominations for her tireless efforts with her organization. She was recognized for her work on Wednesday, May 14, 2008, at the State House in Boston, MA.

1976
Eileen Devlin Macpherson
57 Lincoln Woods Road
Waltham, MA 02451-1431

1977
Send news to alumni@emmanuel.edu

1978 reunion
Kim Cronin
35 Hillside Road
Lincoln, MA 01773-4106

1979
Doreen Iachinowski
33 Kensington Avenue
New Britain, CT 06051-3303

Jane O’Neill and Alan Anthony Gomes are excited to announce their engagement to be married August 2, 2008 at St. Anne’s Church in Littleton, MA.

1980
Jayne LaCarubba Mazzaglia
14 W Parish Ridge Road
Haverhill, MA 01832-1197
jayne.mazzaglia@bd.com

1981
Send news to alumni@emmanuel.edu

1982
Mary E. Donlan
161 Quai de Valmy
75010 Paris
France
medonlan@yahoo.com

Barbara Curtin Graceffa has started her own interior decorating company out of her home studio in East Weymouth, which she has named Secretary of the Interior.

1983 reunion
Sandra Capriulo Strong
20 Bryant Street Apt. #2
Woburn, MA 01801-5635
sandra.strong@rcn.net

Catherine Woods was married in November 2007 to Lan Goodwin. Margaret (Megan) O’Toole ’84 offered a reading at the wedding. Mary Gene Woods Ryan ’75 and Ellen Woods Ryan ’78 were also participants in the ceremony.

1984
Kathleen Keough
226 Grove Street Apt. #6
Northampton, MA 01060-3680
kkeough19@comcast.net

1985
Kathryn T. Bowler Vitali
5996 Wescott Hills Way
Alexandria, VA 22315-4746
ktbmulash@aol.com

1986
Margaret (Peggy) Dillon-Cecil
pcecil793@hotmail.com

1987
Jacquelyn (Jackie) Buck Kelley
281 Spring Street
East Bridgewater, MA 02333-1827
porcupinespalette@hotmail.com

Ann Marie Hart
953 County Road
P.O. Box 152
Cataumet, MA 02534-4746

1988 reunion
Christine A. Busi DeGiacomo
10 Drummond Road
Stoneham, MA 02180-2121
ctgami@comcast.net

Class of 1973

Class of 1983
Class of 1998

Stephanie A. Medeiros Wasserman
68 Birchtree Drive
Westwood, MA 02090
Swasserman@verizon.net

Anne Cavanaugh-Sawan and her husband, George, are proud to announce the arrival of their daughter, Eliza Janet Sawan. Eliza was born on August 26, 2007, in Mansourieh El Metn, Lebanon and arrived home to her family in Medford, MA, on November 17, 2008. Eliza has four siblings, Anna, George, Harry and Teddy. Anne returned to Emmanuel last year to teach in the psychology department as an adjunct professor and has enjoyed seeing all the positive changes at Emmanuel up close.

1989

Michelle E. Duschang
217 Beacon Street Apt 1R
Boston, MA 02116-1340
mduschan@bu.edu

Janet Gagnon Hinton and her family moved to Rhode Island in 2006. She has been home schooling her two teenage sons with help from Carlos, her husband of 17 years. Thanks in part to her classes at Emmanuel, Janet’s children are bilingual in English and Spanish and are also working on their French.

1990

Julie Nolet Berthiaume and her husband, Dan, welcomed their son, David Walter Berthiaume, into the world on September 18, 2007. Sadly, Julie lost her dad two months before David was born, but she knows he is watching over the family, especially its newest member.

Eileen Brady Leahy was named partner in the law firm of Chartier, Ogan, Brady, Sarnaki, Leahy & Rooney. The firm is one of the oldest in Western MA. Eileen is married to James Leahy, and the couple has three children, Brendan, 7, Caroline, 6 and Paige, 17 months.

1991

Julie Reburn
790 11th Avenue Apartment 34-G
New York, NY 10019-3521
www.juliereburn.com

JoAnn Lynds received a full scholarship to Boston University to obtain a Master’s Degree in Criminal Justice. JoAnn began her career in Criminal Justice working within the Massachusetts prison system since 1992. She is currently employed by the Massachusetts Department of Correction in Concord, MA.

Barbara Garrity Wyman and her husband, Bruce, welcomed their second child, Miles, in August 2007. Miles joins his big sister, Annika, who is five years old.

1992

Kathryn (Kate) Begley
7530 12th Avenue NW
Seattle, WA 98177-4147
kbegley@hotmail.com

Karen Zrailet Pappalardo
298A Hampshire Road
Methuen, MA 01844-1119
kpappalardo@comcast.net

Karen Zrailet Pappalardo is currently Creative Director/Partner at Kel & Partners, a public relations and marketing firm in Westborough, MA. Karen has been married to her husband, Steven, for almost nine years, and the couple has two awesome kids, Grace, age 3, and Matthew, age 2.

1993 reunion

Rhonda L. Cook Haller
10 Loundonberry Lane
Derry, NH 03038-5118
rhaller@comcast.net

1994

Tara O’Brien Cordeiro
73 Alice Street
North Dartmouth, MA 02747-1915

Karyn Lane Thompson is currently working for the town of Halifax, MA, and living in East Bridgewater, MA, with her husband Rob and their three children, Robbie, age 8, Kylie, age 6 and Ryan, age 3.

1995

Eileen Miller Crean
15 Springhill Avenue, Apt. 2
Bridgewater, MA 02324-2526

Aine Mairead Gysts
354 Market Street Apt. 4
Brighton, MA 02135-2745
Politica26@aol.com

Kathryn Scammell Gensheimer was named partner in the law firm of Chartier, Ogan, Brady, Sarnaki, Leahy & Rooney. The firm is one of the oldest in Western MA. Eileen is married to James Leahy, and the couple has three children, Brendan, 7, Caroline, 6 and Paige, 17 months.

1996

Gina DeVivo Brassaw
318 Jackson Street
Wallingtown, CT 06226-2819
ginabrossaw@uconn.edu

Catherine Felder Gildae was recently awarded a Dissertation Completion Fellowship from Northeastern University. She anticipates completion and defense of her dissertation in time for the August 2008 commencement. Catherine’s PhD will be in Law, Policy, and Society; her area of specialty in this interdisciplinary program is marriage and family policy.

1997

Elizabeth Motte
10 Boxford Terrace #2
West Roxbury, MA 02132-2610
Ldm1975@hotmail.com

Kelli Chapin Kennedy
84 Loring Avenue
Whitman, MA 02382-1024
Kkennedy1231@gmail.com

Melissa Joy Tremblay
25 Arlington Road Unit 2
Woburn, MA 01801-4953
mjtrembley24@hotmail.com

Lauri Bejtlich DiFrai, her husband, Mark, and their daughter, new big sister Olivia Adeline, welcomed baby Daniel Anthony into the world on Christmas Eve of 2007 at 4:26 am. Weighing in at 6 lbs. 15 oz. and measuring 19 inches, Danny is a wonderful addition to the family. Lauri will be taking an extended maternity leave from teaching first grade in Billerica, MA.

Rosalyn Danley Morse has been married for four years now and is still living in Lowell, MA. She works at Comcast as a network analyst in the engineering department. Rosalyn writes to her classmates, “Feel free to contact me! Hope all is well with everyone.”

1998 reunion

Rebecca Consentino Hains
9 Becket Street
Peabody, MA 01962-2910
rebecca@hains.net

Alison Ward Nyhan
208 South Street
Concord, NH 03301-2774

Mandy L. Price
1513 E. Mobile Lane
Phoenix, AZ 85040-2396
Jazzy2@hotmail.com

Rachel Breed Janssen currently lives in the San Francisco area with her husband, Robert, and her son, Remington, and is working as an interior designer.

Christy Narkin was married on June 30, 2007 to Mark McAnlis. She is still teaching special education at a middle school in Orange County, CA.
grade English and absolutely loves her job. This year she was given one of four positions as Team Leader in the Freshman Academy, and she is continuing to serve on the Superintendent’s Advisory Council.

Darcy eagerly looked forward to the May wedding of her twin brother, Andrew MacLaren, also of the class of 2005.

Serghino Rene has moved on from the Bay State Banner. He is now working as a Program Manager for Elderhostel in their Special Programs Division. Elderhostel is the world’s largest non-profit educational travel organization for adults 55 and older. Serghino develops programs called Days of Discovery, which are one-day programs consisting of tours of any kind, lectures, lunch/dinner, etc. The job has allowed him to travel to various cities across the country. In addition, Serghino is still an Assistant Coach to the Emmanuel track and field team, and he is the Secretary for the Emmanuel College Alumni Association Board.

2006
Laura Mason
10 Garfield Avenue
Palmyra, NJ 08065
laurakaymason@yahoo.com

Jennifer Dunphy was recently promoted to Senior Account Executive within the government relations division of government and public relations firm, O’Neill and Associates.

Shelby Lawrence received the degree of Master of Education from Harvard University Graduate School of Education in June 2007. She is now teaching mathematics at Masconomet Regional High School in Topsfield, MA.

2007
Allison Frasso recently began working for WGBH as a broadcast scheduling assistant for the Broadcast Editorial Department. She will be in charge of scheduling the programs on WGBH World, and she is so excited for the opportunity to jumpstart her career at WGBH.
As part of the 25th reunion celebrations for the Class of 1983, graduates gathered together to pay tribute to their classmate, Claire Goodhue, who fought a courageous battle with cancer until February of 2006.

Maureen Hallice ’83 spearheaded the effort to plan a special presentation on June 1st during which Claire’s sister, Peg Feodoroff, told Claire’s story, spoke about her own struggle with the disease, and talked about the company she founded with Claire before her death, Spirited Sisters, Inc.

It had always been Claire’s goal to have her own business, and together, she, Peg and another sister, Patty O’Brien, began to design fashionable and functional hospital gowns for people struggling with chronic illness. Spirited Sisters’ product, The Original Healing Threads (available at www.healingthreads.com), has been featured in the national media, including People and Oprah magazines, and has launched Spirited Sisters into a thriving business.

Margaret McKenna ’83, who took several business classes at Emmanuel with Claire, generously donated to the College’s Annual Fund in memory of her classmate, helping the class to exceed its reunion giving goal.

“Our 25th class reunion was an opportunity to renew old friendships, remember our special, free-spirited classmate, Claire Goodhue, and give back to Emmanuel in her memory,” said McKenna.

For more information on ways to make your gift to the Annual Fund, please contact the Office of Development and Alumni Relations at 617-735-9771.
This second edition of the Values-Based Education Newsletter is enriched with articles by Associate Professor of History Melanie Murphy, Associate Professor of Religious Studies Reverend Thomas Leclerc, M.S., Professor of Sociology and Director of the Center for Mission and Spirituality Sister Mary Johnson, SND, and Associate Professor of Management and Chair of the Institutional Review Board Diana Stork. I am most grateful for their contributions which illustrate some of the ways we integrate a concern for important values with our educational mission at Emmanuel College.

In March I met with the department chairs and the Faculty Senate to explore ways we can integrate our concern for human values and ethical issues in our courses. In April I met with over 30 members of Emmanuel’s Student Affairs staff. A major point of these conversations was to acknowledge that a college education includes both what students learn in their formal academic work and what they learn in the myriad informal encounters that occur during their college experience. At Emmanuel administrators and staff play a major role in setting the tone for a values-based education that goes beyond the classroom and laboratory. I am grateful to Dean of Arts and Sciences Nancy Northrup, Professor of Philosophy and Chair of the Faculty Senate Tom Wall and Vice President of Student Affairs Patricia Rissmeyer for their invitations to meet with these groups.

The new Academic Plan taking shape at Emmanuel College, under the leadership of Vice President of Academic Affairs Frank Scully, promises to provide strong support for highlighting values-based education. One major feature of the proposed plan, for example, is to include an explicit ethics component in at least 50% of the courses.

I invite and encourage members of the faculty and staff to submit accounts of their experiences relevant to values-based education, both inside and outside the classroom, for upcoming newsletters. For more information please contact me at valuesnews@emmanuel.edu.

Many thanks,

Raymond J. Devettere
As noted in the summer 2007 newsletter, the fifth annual Colleges of the Fenway (COF) Teaching and Learning Conference in October 2006 focused on the serious problem of academic cheating. The conference was entitled “Beyond Plagiarism: Ethics and Academic Integrity” and the keynote speaker was David Callahan, author of The Cheating Culture: Why More Americans are Doing Wrong to Get Ahead.

Callahan subsequently circulated a follow-up memo entitled “How to Talk to Students about Cheating” that contained some helpful hints for faculty members when they discuss cheating. Here, in a modified form, is a summary with commentary of some of its key suggestions:

**Acknowledge that cheating is widespread**

Students know that cheating is common in the real world and many have come to believe that this is simply the way the world works. News reports during the academic year showed them: well-known authors plagiarize; government contractors cheat; military personnel cheat in online exams; local firefighters cheat on promotion examinations; athletes cheat with performance-enhancing drugs; a local football team was fined for cheating with video cameras; students cheat in high school and college; and executives cheat with stock options, etc.

If you want to get ahead in a highly competitive world, many students believe, then you have to make the most of every possible advantage, and that means cutting corners in the race for good graduate schools, good jobs, good careers and good money. Hence some students view efforts to stop cheating on campus as naïve or even as undermining their chances of success in life.

Faced with students’ beliefs that “everyone cheats” and that successful people have to “cut corners” to get ahead, the best response, according to Callahan, is to agree. Lest faculty appear out of touch with reality they need to acknowledge the facts: Cheating is widespread in our culture and people do get ahead by cheating. But, Callahan argues, faculty also need to remind students that these facts are not the crucial point. The crucial point is whether a cheating culture is desirable, and whether they, the upcoming generation, should accept it and adapt to it, or start working to change it.

Owning slaves was once widespread in our culture and a way for farmers to get ahead economically, but people worked to change it. Racial, religious and sexual discriminations were once widespread but growing social pressures, some of them originating on college campuses, have significantly reduced these discriminations.

The message for students is that cheating is widespread, but they need no longer accept it as normal. Faculty can remind students that young people have repeatedly been leaders in fostering social change, and that their generation could begin work to make our campus and our society a level playing field for everyone. Students need to know that they can play a role in changing what happens on campus.

**Recognize the power of an appeal to fairness**

Fairness resonates with students. They do not want to be treated unfairly, and many realize that this implies they should not treat others unfairly, or be comfortable with those who do. Faculty can remind students that cheating is actually unfair behavior that hurts other students. Successful cheaters get rewards they do not deserve—scholarships, grants, internships, jobs, grades, honors, etc.—rewards that would have gone to other people who did not cheat. Callahan suggests that faculty constantly remind students that those who cheat are not playing fair, that they are receiving rewards they do not deserve and that they are thereby hurting other students by preventing them from getting something they justly deserve.

**Make cheating a social justice issue**

Many students are idealistic and do not support the corruption and injustice that exists in our political and economic spheres. Faculty can help students realize that taking a stand against cheating on campus is actually taking a stand against corruption and injustice, and that this is one area where they have an immediate opportunity to reduce corruption and injustice in the world.

**Propose an alternative vision of happiness and success**

Many students now believe, more so than earlier generations, according to recent research, that making a lot of money is crucial to happiness. Yet an emerging body of research in psychology and economics suggests that this is not true. According to surveys conducted in the past 50 years, the percentage of people in the United States and Europe describing themselves as “very happy” or “happy” has been virtually unchanged despite great increases in income and standards of living in those countries.

Faculty can remind students of this research that challenges the assumption that making a lot of money will bring them a lot of happiness. Much research suggests we become happy and flourish, once our basic needs are met, when we are doing what we find meaningful and are good at, as well as when we are doing what contributes to the well-being of others. Here are some examples of that research:

- “So, whether we base our conclusions on self-reported happiness, rates of depression, or teen problems, our becoming much better-off over the past thirty years has not been accompanied by one iota of increased happiness and life satisfaction….Making more money—that aim of so many graduates and other American dreamers of the 1980s—does not breed bliss.” David Myers, *The Pursuit of Happiness* (William Morrow, 1992, p. 44, reprinted in HarperCollins paperback,
2002, emphasis in the original).

- “It is the totality that we have to explain. There we face the paradox. In many ways life is better than 50 years ago: we have unprecedented wealth, better health and nicer jobs. Yet we are not happier.” Richard Layard, Happiness: Lessons from a New Science (Penguin, 2005. p. 75).
- “Wealth, which surely brings more possessions in its wake, has a surprisingly low correlation with happiness level. Rich people are, on average, only slightly happier than poor people.” Martin Seligman, Authentic Happiness (Free Press, 2002, p. 49).

Editorial note: In addition to Callahan’s suggestions it could also help to remind students that there is often an unhealthy disconnect between what they think and what they do, a sure sign that moral maturity is still developing. A survey of more than 36,000 high school students by the Josephson Institute of Ethics in 2006 provided an example of this dissonance.

What students think:
- When asked if they thought it was important to be a person of good character, 98% agreed.
- When asked if they thought it was important that people trust them, 97% agreed.
- When asked if they thought it is not worth it to lie or cheat because it hurts their character, 83% agreed.

What students do:
- When asked if they lied to a teacher about something important in the past year, 62% said they did (35% said more than once).
- When asked if they cheated on tests in the past year, 60% said they did (35% said more than once).
- When asked if they stole something from a store in the past year, 28% said they did (14% said more than once).


Ethics Trivia Question
Randy Cohen writes a column every Sunday entitled “The Ethicist” in The New York Times. What was Mr. Cohen writing before he began this column?

Answer on page 11

The Value of Prophets
REVEREND THOMAS LECLERC, M.S., ASSOCIATE PROFESSOR OF RELIGIOUS STUDIES

The ethical passion of students and their wide range of concerns were dramatically revealed to me in the fall semester when I taught a course on the biblical prophets. The prophets were deeply concerned about the political and social issues of their day. Frequently, prophets emerged as critics of the king and of the ruling class, and arose as champions of justice for the poor, the repressed and the underclass. We studied these issues and reflected on the ethical teachings found in their writing and deeds.

The final paper/project asked students to identify an issue in the world today that they thought required prophetic intervention. Then they composed a biblical “prophecy” using typical prophetic language and poetry. The results were eye-popping. Here are some of the topics students identified:

- The oppression of Haitian sugarcane workers in the Dominican Republic
- The plight of child soldiers
- Poverty and child soldiers
- Water rights in the world
- Veganism, vegetarianism and the care of animals
- Immigration and discrimination
- Abortion
- Destruction of the bee population and genetic engineering
- Deforestation and the environment
- Nuclear proliferation

The students’ knowledge about these issues was very impressive, as was their passion in addressing pressing ethical concerns confronting our world. They understood their issues, formulated opinions and offered a significant critique. It is always a joy to finish a class feeling that I learned as much as I taught.

Editorial note: Perhaps we can encourage prophetic student voices to address “our cheating culture!”
Two major worries often loom in the minds of some professors when it comes to discussing moral values and ethics with students. First, some wonder whether introducing moral values in their courses is a wise move given the controversies that surround many questions where moral goodness and moral evil are involved. Moral values and disvalues, for example, are embedded in the current lively debates about: global warming; military campaigns and “just” wars; immigration; embryonic stem cell research; homosexual relationships; euthanasia and physician-assisted suicide; globalization of free markets; affirmative action; universal health care; abortion; capital punishment; regulation of financial markets; medical research; weapons of mass destruction; world hunger; religious freedom; reproductive technologies; and so forth. Given these controversies it is easy to see how an instructor might shy away from discussing the values involved in these topics, especially if he or she wants to avoid any hint of indoctrination or proselytizing that would undermine the respect for diversity of opinion that is important on a college campus.

Second, many faculty members, except those who teach religious studies or philosophy, may feel uncomfortable addressing moral values in class because they recognize their lack of training in the subject matter. A professor who has never taken a graduate level course in a subject or otherwise mastered something of the field will be reluctant to teach that subject in a college classroom. Ethics happens to be a subject addressed in the disciplines of philosophy and theology, and faculty without graduate level background in these areas will, once they think about it, understandably feel out of place introducing this philosophical/theological topic in their courses.

Hence it might be better, some say, to confine teachers to their subject matter and let students make up their own minds about the moral implications involved. If introducing values is inevitably controversial and requires some advanced training then it makes sense to teach only facts and skills, and leave the value issues to philosophy and religious studies courses or to such Student Affairs programs as Campus Ministry.

While these concerns are understandable there is another side that needs to be considered. First, if instructors do not comment on moral issues that arise in the subject matter that they are teaching it sends a misleading and even dangerous message to students. A case can be made that teaching science, nursing, the humanities, business, management, economics, communications or history as if nothing ultimately matters, as if no important human values are involved, is itself a form of indoctrination because it conveys the misleading message that values are not inextricably embedded in the subjects we teach.

Second, while ethics is an academic discipline with a strong theoretical component involving familiarity with a vast body of literature and traditionally located in philosophy and theology, it is also a practical discipline, something that actually needs to be put into practice. Ethics is ultimately about how to do something; namely, how to make our lives meaningful and good. When it comes to practical matters—doing well and living well—certainly theory can help. Knowing about great moral philosophers and theologians—Aristotle, Seneca, Augustine, Maimonides, Aquinas, Spinoza, Hume, Kant, Hegel, Mill, Moore, Dewey, Niebuhr, Haring, Gustafson and others—undoubtedly can help us think clearly and contribute to our doing morally well in life.

However, the final goal of ethics is not to learn what virtues are, or what moral principles are, or what moral obligations are, or what moral norms are, but to actually become decent human beings and live a worthwhile human life. Aristotle pointed this out long ago: “Our present study, unlike other studies, is not for the sake of theory (for we are not studying to examine what virtue is, but to become good; since otherwise it would be of no benefit for us).” Thus it is necessary to consider what pertains to actions and how one must perform them to become good (Nicomachean Ethics 1103b26-30).

Ethics is a practice as medicine is a practice. We learn a practice, we learn how to do things, including how to do the morally right thing, in three important ways: by example, by coaching and by personal trial and error. We learn how to become ethical decision makers first by watching the example set by others and by their taking an interest in coaching us, and then by our own trial and error experiences.

An instructor does not need to know a lot about ethical theory to help students become morally decent individuals, although knowing theory can help. What an instructor does need, according to a line of philosophers and theologians that goes back to Aristotle, are several important attitudes: he or she would be striving to develop personal character integrity so an example can be set for students; he or she would be making the effort to coach students about being sensitive to moral values; and he or she would remind students that ethics is an ongoing project in life for all of us and involves both successes and failures as we try to make the right decisions in ambiguous situations. As the theologians remind us, we all stand in need of forgiveness for sin—the morally defective decisions that haunt every life.

Much of what we teach is laden with moral values, and despite a lack of formal training in ethics or an understandable desire to avoid controversial topics, there is much every faculty member can do to highlight the basic moral values rooted in human dignity that arise in practically every course we teach.
Is Ethical Decision Making About Rules or About Character?

RAYMOND J. DEVETTERE

The short answer is that ethical decision making is about both rule-like moral norms and about moral character. Following rule-like moral norms can shape our character and our character encourages us to follow rule-like moral norms.

If, however, we ask whether efforts to help students become ethical decision makers should focus primarily on rule-like moral norms or primarily on moral character, the answer becomes more complicated, and, frankly, more controversial among ethicists.

The tendency for many ethicists, especially in recent centuries, has been to stress behavior (actions and omissions) rather than character. Their focus is on deciding what behavior is right or wrong, good or bad, ethical or unethical. They determine what behavior is ethical or unethical by reference to rule-like action guides that tell us how we ought to behave. Major examples of such moral action guides can be found in some religious ethics, natural law ethics, deontological ethics (Kant, for example), utilitarian ethics and rights-based ethics.

If we adopt this rule-guided behavioral approach then teaching ethical decision making will be a matter of teaching students how to apply some set of rule-like action guides to the ethical problems they face so they can determine, and hopefully pursue, ethical behavior. This approach is sometimes called “applied ethics” because the rule-like norms are applied to particular situations to determine the right thing to do.

A growing group of ethicists in the past half-century, however, has been reviving an alternative approach to ethics by focusing on character rather than rule-like action guides for behavior. The focus is on developing the habits that constitute good moral character. Behaviors count, but we ultimately decide what behavior is right or wrong, good or bad, ethical or unethical, not by rule-like norms but by reference to whether or not the behavior promises to enhance or undermine our character integrity.

Traditionally the traits associated with good moral character are traits most humans readily recognize: justice, love, courage, kindness, empathy, caring, generosity, temperance, courage, perseverance and honesty. The ancient Greeks called these traits “character excellences.” Today they are usually called character virtues or ethical virtues or moral virtues. A person of good character is a person whose character is shaped by these virtues.

If we adopt this character-centered approach then teaching ethical decision making will be a matter of teaching students the primacy of developing good moral character rather than following rule-like moral principles.

It may seem that we can develop good moral character by behaving according to rule-like moral principles, but it is not that simple. Following rule-like principles is certainly important for orienting young people toward moral living but it is not enough for moral maturity and sound moral character.

Consider the following scenario. A student is considering plagiarizing a paper for a course. She knows the moral rule: do not cheat. This tells her that it would be unethical to cheat. What will she do? If she decides to plagiarize then her behavior is unethical and if she decides to do her own work then, according to rule-based ethics, her behavior is thereby ethical because she followed the rule “do not cheat.”

According to a character-centered approach, however, we need to know more before we can say that her behavior is truly ethical. Suppose, for example, she decided not to cheat because she thought the risk was too great. Unlike rule-based ethics, which would conclude that her action was ethical because it accorded with the rule “do not cheat,” character-centered ethics would not immediately conclude that doing her own work was ethical. Suppose she did her own work because she figured cheating was too risky. In this case her action was simply clever, a shrewd move given the high risk of getting caught, and would not be considered morally good. In character-based ethics, doing her own work would be ethical or morally good only if she did it for the right reason; that is, because it was the right and fair thing to do.

Behaving according to a rule because we might get caught does nothing for our moral character. Behaving because we see the behavior as good for our moral character is what makes the behavior ethical. External compliance with a rule is not enough for an authentic ethical response. We need to behave with the right intention; that is, to seek the good (doing our own work) for its own sake and not because it avoids the risk of getting caught cheating. We do not develop moral character or become truly ethical by following moral principles. More is required; namely, behaving well for the right reason.

Developing moral character is important for two major reasons. First, people of good moral character generally have a better chance of enjoying a good life than do people of poor moral character. In other words, people who are habitually just, fair, honest, kind, generous, caring, courageous, persevering, temperate and loving tend to make out better in life than people who are not. If this were not thought to be true, most parents and teachers would be encouraging children to behave in unjust, unfair, dishonest, unkind, selfish, uncaring, cowardly, intemperate and hateful ways.

Second, people of good moral character will, all things considered, more often make good moral decisions and then carry them out than will people with undeveloped moral character. Our characters affect how we think and how we choose to behave in a given situation. Morally good people will tend to make good moral decisions and morally bad people will tend to make bad moral decisions, just as hon-

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est people will tend to choose honesty and dishonest people dishonesty, if they can get away with it.

Studying ethical theories and discussing moral issues can certainly help people make and execute better ethical decisions in their lives but the person’s actual moral character will also play a crucial role. People with good moral character will, all things considered, deliberate better about a moral issue and they will more likely actually behave morally than people of poor moral character. Becoming an ethical decision maker is a matter both of deliberation and of the moral character of the decision maker.

What are the implications for teaching ethical decision making if we view ethics as character-centered rather than rule-based? First, the emphasis on resolving difficult moral issues by applying rule-based norms to decision making crossroads is replaced by an emphasis on discovering what motivations and what behavior will enhance the agent’s moral character.

In any complex situation where the right move is not abundantly clear, rule-based reasoning is ill-suited to discovering what will enhance moral character. For this we need another kind of reasoning, a reasoning that has been traditionally called “practical wisdom,” that is, wisdom about action, about what to do in an actual situation. Here experience and habits count as we tailor our behavior in the changing and unique circumstances that define any particular situation so we can act in the right way, at the right time, with the right feelings and for the right reason.

While sorting out the interplay of behavior and character is crucial to ethics, that is not all we need to keep in mind. Recent work in psychology and economics suggests that, in addition to character, there is another crucial influence on moral thinking and moral behavior: the social situation in which we find ourselves is also a major determinant of what we see as good or bad, and what we choose to do.

Well-known experiments such as dividing role-playing students into two groups, prisoners and guards, showed that it did not take long for the “guards” to start abusing the “prisoners.”

Experiments such as this make us wonder how we would see things and how we would behave if we found ourselves in different situations. If we lived, as did our ancestors, in a society where most people saw slavery as normal and crucial to our economic prosperity, would most of us see slavery as immoral as we see it today?

Suppose we lived in a society that abhorred autopsy or dissection as grossly immoral, and had laws making these activities illegal—would we have concluded that these activities were wrong? Suppose we lived in a situation where using torture to get valuable life-saving information was considered necessary albeit unfortunate, would we torture or turn a blind eye to torture?

Suppose we were students in a situation where practically everyone was cheating; would it not be likely that we would cheat also? Suppose we are driving on a highway where just about everyone is speeding; would that not make it likely that we would speed also? What goes on around us obviously shapes our behavior.

This is why ethicists who see character as the main focus also tend to stress social context; that is, the environment where we live and work. It is why Aristotle, an original proponent of character-centered ethics, insisted that ethics is really a subdivision of politics—the building of communities that support and do not undermine human flourishing. If the goal is to live a good life then both character and social context must be shaped to support ethical decision making. Undoubtedly rules play a role in decision making, but they are no substitute for character integrity and community support for ethical ideals.

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**BOOK REVIEW**

*The Two Wings of Catholic Thought: Essays on Fides et Ratio.*


Ten years ago, Pope John Paul II issued his encyclical *Fides et Ratio* (Faith and Reason). This book, a collection of 10 essays commenting on the encyclical, is of special interest to people working in Catholic higher education because it reiterates the longstanding support of both faith and reason in the Catholic educational tradition. The two “wings” of Catholic thought are, of course, faith and reason.

One essay of particular interest for those of us working in a Catholic college is “Implications of Fides et Ratio for Catholic Universities” by David Foster, a professor of philosophy at Seton Hall University. Foster points out that *Fides et Ratio*, although it never mentions academic freedom, nonetheless does provide four clear principles for its defense:

- Recognizing the dignity of each individual person requires respect for each individual’s freedom of conscience
- The distinct academic disciplines have a right to their autonomy
- Reason has its own rights, and the Church defends those rights
- A scholar must be free to search for truth

In short, according to Foster, the encyclical defends the most basic principles of education: the ability of reason as well as faith to discover truth and a robust defense of academic freedom.
Values-based education naturally lends itself to team-taught courses where students can interact with professors, bringing two perspectives to the same subject matter. What might happen, for example, if a scientist and a philosopher teamed up to teach a course in biology? Two instructors, Assistant Professor of Biology Josef Kurtz and myself, Professor of Philosophy Raymond Devettere, set out to explore this by team-teaching the biology course entitled *Current Topics in Biological Research* during the spring semester. The course was a natural candidate for team-teaching because, as the Catalog states, the students in it “are encouraged to view the challenges of modern biology from scientific, social and ethical viewpoints.”

The course covers such topics as evolution and the claims of intelligent design, the Human Genome Project, embryonic stem cell research and cloning, concerns about facial and other transplants, issues in HIV and AIDS research, genetically altered food, global warming, some implications of neuroscience and more. Professor Kurtz provides the scientific perspective and I suggest how social and ethical values are impacted by advances in biological research. The course is a kind of trial run for team-taught courses and will be evaluated to assess its contribution to values-based education and the effort to help students see how the exciting science of biology is about both empirical facts and important human values.

Professor Kurtz made an interesting remark at a Senate meeting about the course. He reported that, after weeks of co-teaching the *Current Topics* course, he found himself introducing more ethical considerations in his other biology courses. This suggests that the impact of a team-taught course with ethics as a component extends beyond the course itself, and that such team-taught courses could be an important way of integrating ethics into many areas of the curriculum.

Several students wrote of their reaction to the course and you can read the remarks of one of them, Christopher Borges, class of 2010, in the next section. Both Dr. Kurtz and I want to thank all our students for making the class such an exciting time for both of us.

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**Reflections of a Student**

CHRISTOPHER BORGES, EMMANUEL COLLEGE, CLASS 2010

Biology and ethics are often taught as disparate subjects by professors in different departments, but their integral relationship became apparent in the innovative course entitled *Current Topics in Biological Research* that was taught by not one but two professors, Dr. Josef Kurtz of the Biology Department and Dr. Raymond Devettere of the Philosophy Department.

The general structure of the course was as follows: Dr. Kurtz first presented the biological background of a controversial topic such as embryonic stem cell research or evolution/intelligent design through slide presentations, as well as assigned readings from scientific journals. Then in the next class, Dr. Devettere guided a discussion of the moral and ethical issues surrounding the controversial topic. Sometimes students would be divided into groups and, regardless of their personal opinions on the subject, were asked to think of reasons to support an assigned position (i.e. pursuing embryonic stem cell research is morally good or it is not morally good). At the end, students from each side presented the outcomes of their discussion group to the class. Being put into a situation like this really helped us think morally and get to the bottom of an ethical issue.

*Current Topics in Biological Research* immersed us in the most controversial, cutting edge scientific research being performed today and then helped us think and discuss the ethical implications of the science. Too often classes teach memorization and reciting of facts. I have found over the years, however, that it is better to be active in the learning process. I cannot think of a better way to be active in my learning then to have two professors interacting with each other and with students, in a course that brings together two subjects that have been long taught separately. The lessons I learned from this class will last a lifetime and will likely carry over to areas of study other than biology and philosophy.
Friendship is a prime topic for a class or a course to address in order to identify the values and proscriptions of various regimes and cultures, as well as those of the students themselves. In recent years, new work in historical studies has been done on the history of emotions and relationships, including collective grief and mourning, anger, and celebration and happiness, as well as friendship. A helpful study for a teacher who wishes to organize a discussion on issues and types of friendships is Joseph Epstein’s Friendship: An Exposé. The subtitle must be a little joke, or attempt at boosting sales, because there are no startling revelations in the book, but it is a highly readable work which includes a short history of friendship and makes reference to important texts on the subject.

In history, political science or sociology, the effects of regimes, oppression and ideologies on friendship is a rich topic. “Totalitarian” states are the obvious examples, if not a soft target. Communism and Fascism purported to value class or racial bonds, yet attacked the personal space in which friendship flourishes. Both ideologies profited from the evidently deep desire of many modern people, certainly many 20th century Germans and Russians, for comradeship and solidarity, but mostly fell quite short in the fulfillment of their promises. Sebastian Haffner, in his memoir, Defying Hitler, writes about Nazi comradeship. He said it “actively decomposed all the elements of individuality and civilization.” (p. 288) “Comradeship always sets the cultural tone at the lowest possible level...It cannot tolerate discussion...just mass feelings of the most primitive sort.” (p. 287)

What is the state or fate of friendship in our relatively prosperous capitalist democracy? The effects of our political and economic systems on our personal relations are not necessarily easy for us to see. However, if we step back, we can see that the 18th century, the age of Democratic Revolution in the Western world, was one in which sociability was highly valued. Mary Wollstonecraft, a key Enlightenment thinker, asserted that “the most holy bond of society is friendship.” The emerging energetic civil society included groups of like-minded people who discussed cultural and political matters, notably in the “salon.” Friends made technological and scientific discoveries too. In The Lunar Men: Five Friends Whose Curiosity Changed the World, Jenny Uglow describes the erudite and determined friends who created the Industrial Revolution!

Friendship is universally available, but do differences in gender, sexuality or culture result in markedly different experiences of friendship, or result in ghettoized friendships? Much literature discusses “men’s friendships” and “women’s friendships.” Examples abound; some seem awash in stereotype. A rich essay on friendship is Andrew Sullivan’s “If Love Were All,” in his book Love Undetectable: Notes on Friendship, Sex and Survival. He observes that the experience of AIDS showed the hardness of gay male friendships, and he discusses that, as well as

The effects of our political and economic systems on our personal relations are not necessarily easy for us to see.

friendship in general, including a brief history of the topic, which cites some of the canonical authors, such as Cicero and Montaigne. Sullivan is a great believer in friendship and finds it relatively devalued in our culture. “In almost every regard, friendship delivers what love promises but fails to provide.” (p. 202)

Two books that need to be read together [warning: spoiler] are Autobiography of a Face, by Lucy Grealy, and Truth and Beauty: A Friendship, by Ann Patchett. Lucy Grealy’s memoir describes her experience of childhood cancer, concluding, it appears, with her recovery. Yet about that! Discussion questions relating to the topic of friendship are everywhere, and if by chance you run out of them, here are two that never end. “Are your parents your friends?” and “Define friendship in ‘Fight Club.’”
News and Updates

More College Students Seeking Spiritual Values
The number of college students interested in spiritual values is growing according to a recent UCLA survey of more than 10,000 college students. The survey compared the attitudes of students in 2007 with those in 2004. It found that more than 50% of students now consider “integrating spirituality into my life” as very important or essential, an increase of more than 10% in three years, and that more students now think that “developing a meaningful philosophy of life” was very important or essential. The survey also found that more students believe that people can live moral lives without being religious and fewer students attend religious services. (beliefsnetnews Dec. 20, 2007)

Institutional Review Board (IRB)
DIANA STORK, ASSOCIATE PROFESSOR OF MANAGEMENT

In September 2007 the Emmanuel College Institutional Review Board (IRB) celebrated its first full year. During the academic year its members, Associate Professor of Information Technology Gouri Banerjee, Professor of Philosophy Ray Devettere, Assistant Professor of Psychology Jennifer Fiebig, Professor Emerita of Simmons College Susan Keane, Associate Professor of Religious Studies Reverend Tom Leclerc, M.S., Dean of Students Joe Onofrietti, and Assistant Professor of Math Education Kimberly Sofronos, Professor of Biology Bette Weiss and myself, Associate Professor of Management Diana Stork, reviewed numerous proposals for research using human beings as subjects in academic research. I chair the board and Susan Keane is the outside community member. Ray Devettere also serves on the IRB at Newton-Wellesley Hospital.

In the first semester alone the IRB reviewed 28 student proposals and six proposals for research projects being conducted by faculty or administrative staff. The pace continued into 2008 with 16 meetings planned for the spring semester. The IRB is also doing a pilot project with the Department of Psychology to streamline the review and approval process for student projects.

As always, the IRB remains committed to supporting the protection of human subjects participating in research originating on campus. The IRB welcomes your comments and questions about what we do and our processes and procedures.

The Center for Mission and Spirituality
SISTER MARY JOHNSON, SND, DIRECTOR OF THE CENTER FOR MISSION AND SPIRITUALITY

The Center for Mission and Spirituality was inaugurated at Founders’ Day in February 2007 by Sr. Camilla Burns, SND, the Congregational Leader of the Sisters of Notre Dame de Namur. The mission of the Center is to share the charism and mission of the Sisters of Notre with the Emmanuel College community through a variety of programs, and to link the members of the College community with the local and global ministries of the Congregation. This year the Center has undertaken the following:

• Founders’ Week, which featured service at local educational ministries of the Sisters of Notre Dame in South Boston and Dorchester.
• Founders’ Day, February 2008, with a keynote address by Sr. Katherine Corr, SND, the executive director of Notre Dame Mission Volunteers-AmeriCorps, followed by a panel of Emmanuel alumni who have served as Notre Dame mission volunteers in Dorchester, Baltimore and Kenya.
• Supper with the Sisters, a monthly dinner conversation with visiting Sisters who share the local and global mission of the Congregation. Topics have included an update on the SND mission in Kenya, Britain and Lawrence, MA.
• Sr. Marie Augusta Neal, SND Lecture, which featured Fr. Donal Dorr, an Irish missionary priest, who has served on the Vatican’s Pontifical Commission for Justice and Peace and who has served in Africa and Latin America.
• Monthly Luncheons for New Faculty which focus on the Catholic Intellectual Tradition and the mission of the Sisters of Notre Dame.
• Discussion with Sr. Joan Burke, SND, who works at the Nongovernmental Organization (NGO) office of the Sisters of Notre Dame at the United Nations and the Emmanuel College Model UN Team.

I welcome ideas from the Emmanuel College community for further programming and I thank the many people who have helped in the work of the Center for Mission and Spirituality this year. Please e-mail comments or ideas to missionandspirituality@emmanuel.edu.

Workshop on Critical Thinking
In October 2007 many faculty and staff attended one of two workshops presented by Peter Facione on the value of teaching critical thinking across the curriculum. Dr. Facione earned his Ph.D. in philosophy at Michigan State University. He is a former provost at Loyola University Chicago and a former dean of the College of Arts and Sciences at Santa Clara University. For more than 40 years he has been engaged in research to identify both the core skills and the habits of the mind needed for critical thinking and effective decision making.

Among his practical ideas on how to teach critical thinking, several were of interest. First, he suggested that faculty need not talk about critical thinking in class; rather, they should just practice it.

Second, professors showing videos or using PowerPoint in class should stop

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every 20 seconds or so and ask students about what is going on. Otherwise, students lapse into the state of becoming passive viewers.

Third, more helpful than asking students to give their opinions about something is requiring them to ask questions about the issue at hand. The idea is to avoid having them state a position and then fall victim to a well-known heuristic bias whereby, once we state a view, we tend to overvalue reasons favoring it and downplay reasons counting against it. The better idea is to ask students what facts, circumstances and reasonable options are relevant before they start taking a stand.

A key question is: Do critical thinking skills and habits have any academic value for our students? Will it help them get better grades? It seems that they will. A study of over 1100 college students showed that scores on college level critical thinking skills tests do correlate with college grade point averages. And since critical thinking skills can be learned this suggests that students can actually improve their GPA by learning them.

Will critical thinking skills and habits also help students live better lives? It seems that they will. It is hard to imagine a successful human life where people never ask probing questions, care not for facts, do not consider various pros and cons of issues, and lack the skills to think things through before jumping to conclusions.

The first colloquium in November focused on the liberal arts tradition that began in fifth century Roman schools and reappeared in a more sophisticated form in the new universities that began in the late 12th century. These universities prepared students for careers in society as well as for graduate schools in medicine, law or theology. The liberal arts formed the content of the baccalaureate or undergraduate curriculum in these institutions of higher education.

An effort was made in the seminar to show that the seven original liberal arts (grammar, logic, rhetoric, arithmetic, geometry, astronomy and music), correctly understood, still have considerable relevance in today’s undergraduate curriculum. Grammar, for example, meant learning how to write well across the curriculum; logic embraced critical thinking; rhetoric centered on communicating the values needed for personal and political flourishing; astronomy represented the major science of the late medieval period; and music (as the meaning of the Latin word musica makes clear) included not only what we mean by music today but also the study of literature written in verse, as were the works of Homer, Hesiod, Aeschylus, Sophocles, Euripides, Aristophanes, Virgil, Horace, Catullus, Lucretius and so forth.

The January seminar was devoted to the Catholic Intellectual Tradition (CIT). Four major themes in the CIT were identified:
- The CIT sees intellectual work and Christian faith neither as contradictory nor as disconnected
- The CIT sees the human good as the goal of education
- The CIT stresses values—it sees facts as value-laden, and conversely, sees the values of faith and morality as grounded in knowledge of facts
- The CIT recognizes that intellectual achievement is not the last word; it leaves room for spirituality, for mystery, for meditation, for prayer, and for a religious faith neither reducible to reason nor divorced from reason and science

It was the CIT that inaugurated the university system in the late 12th century and the earliest baccalaureate programs included the study of non-Christian authors, especially the Greeks, Romans and Islamic thinkers. The CIT in higher education was, from the beginning, seeking wisdom and truth outside the Christian tradition as well as within it.

Dr. Patricia Herlihy led the February colloquium on history and the liberal arts. Her “history of history” in the liberal arts curriculum showed how humanists of the 15th century revived an interest in ancient texts that soon influenced the undergraduate curriculum. Then the powerful German universities began stressing the study of history in the 19th century, and many other universities soon followed their example. Universities began awarding doctorates in history and by the beginning of the 20th century the field became an integral part of the undergraduate curriculum.

The April colloquium focused on the question “What Makes a College Catholic?” Discussion centered first on the landmark 1967 statement issued by a conference of leading Catholic educators who met at Notre Dame. That statement, the famous Land O’Lakes Manifesto, begins with these words:

“The Catholic University today must be a university in the full modern sense of the word, with a strong commitment to and concern for academic excellence. To perform its teaching and research function effectively, the Catholic university must have a true autonomy and academic freedom in the face of authority of whatever kind, lay or clerical, external to the academic community itself...Distinctively, the Catholic university must
be an institution, a community of learners or a community of scholars, in which Catholicism is perceptively present and effectively operative.” (emphasis added)

The challenge for Catholic higher education is achieving academic excellence in an institution where “Catholicism is perceptively present and effectively operative.” Traditionally this is chiefly accomplished in the following ways:

- Commitment of governing boards to Catholic institutional identity
- Presence of the founding religious community
- Programs in academic theology, including Catholic theology
- Programs in worship and pastoral ministry
- Emphasis on ethics and social justice
- Centers and institutes devoted to aspects of Catholic identity

Discussion also extended to the 1990 Apostolic Constitution entitled *Ex Corde Ecclesiae* (From the Heart of the Church). Part I of this document lists four essential characteristics of Catholic higher education:

- *Christian Inspiration*, which requires:
  - a) Collaboration among professors in teaching and research
  - b) Campus life marked by mutual respect and caring for one another, and
  - c) Active programs of campus ministry and worship

- *Dialogue between Christian Faith and Reason*, which means having faculty who are competent in their fields, as well as some faculty in theology and philosophy who are versed in the Catholic Intellectual Tradition

- *Fidelity to the Christian Message* handed on by the Catholic tradition, which means, for example, that Catholic universities will seriously engage in social justice issues but not in research on human embryonic stem cells

- *Institutional Commitment* to serving the Christian community and the whole human family, which means that Catholic colleges and universities will support Church institutions on both the local and global levels.

All of these points served to stimulate a lively discussion that ran beyond the allotted time! Plans are underway for an additional round of seminars during the 2008-2009 academic year.

*Answer to the ethics trivia question:* Before writing “The Ethicist” column, Randy Cohen was a comedy writer for David Letterman’s late night television show.
Emmanuel College, founded by the Sisters of Notre Dame de Namur in 1919, is a coed, residential, Catholic liberal arts and sciences college located in the heart of the city of Boston.
Scholarship Donors and Recipients Gather  On April 15th, Emmanuel College recognized the alumni and friends who have given generously to scholarships. Students who have benefited from these scholarships were also on hand to meet with donors and talk about the impact that their gifts have had on their education.

Carolyn A. Lynch Scholarship

Recipients Samantha Scola ’08, Rachel Griffin ’09, Julianne Murphy ’08, Kristen Rogato ’08, Laura Marks ’08, Kaitlyn Kilroy ’08, Molly Dever ’09, Kathryn Harper ’08, Kimberly Vanick ’08

Maureen Murphy Wilkens ’56 Scholarship

Recipients Heather McKenna ’10, Nathaniel Beaven ’08, Emily Dillan ’11

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Recipients Jaquelyn Pannell ’08, Samantha Scola ’08, Matthew Hickey ’08, Julia White ’08, Andrew Marrone ’08 and Christine Yandow ’09

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For more information on donating to scholarships, please contact the Office of Development and Alumni Relations at 617-735-9771.
President’s Society Event

November 5, 2008, 6:00pm

Merck Research Laboratories—Boston